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Total Physical Response strategies to improve oral production of eight-year students at Carlos Martinez Acosta High School in Mira during 2021-2022

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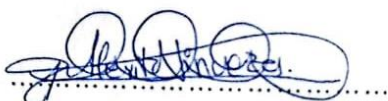
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## **DEDICATION**

I dedicate this work with all my heart to my family, especially to my parents Anita and Hugo, who always supported me; to my siblings Lady, Michael, and Christian who have always believed in me and my abilities. Finally, my son Joseph, and my husband Jhery, are my force and my inspiration to continue and never give up on my dreams. For that and more, this research work is for you.

*Alexandra Vinueza*

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*Alexandra Vinueza*

## ABSTRACT

The following research work deals with Total Physical Response strategies as a teaching-learning tool to improve the oral production of eighth-year students of the Carlos Martínez Acosta High School during the 2022-2023 academic year. The purpose of this study was to help improve students' speaking and oral production skills through the integration of Total Physical Response strategies. This research used a mixed approach to data collection that integrated qualitative and quantitative techniques and instruments. The questionnaire surveys (quantitative) were aimed at students corresponding to the eighth-year level, while the semi-structured interview (qualitative) to the teacher of the same level. It should be noted that the research was also carried out in a bibliographical manner since the information was sought in several articles, journals, and books to support the effectiveness of Total Physical Response strategies in improving oral production. As for the most relevant findings, it was found that in addition to the affective factor that influences the proper performance learning oral production. Therefore, the teacher believes that the development of a methodological guide with activities based on TPR strategies according to the reality, the pace of learning, and the interest of students could be successful. Considering the above, a manual was designed with strategies and activities related to the TPR where students can learn vocabulary and grammar. Finally, it was concluded that the incorporation of the Total Physical Response strategies can help reduce affective factors and improve the performance of students in speaking and oral production skills

**Keywords:** Total Physical Response, strategy, handbook, activity, speaking, oral production, learning

## RESUMEN

El siguiente trabajo de investigación trata sobre las estrategias de *Total Physical Response* como herramientas de enseñanza- aprendizaje para mejorar la producción oral de los estudiantes de octavo año de educación básica de la Unidad Educativa Carlos Martínez Acosta durante el ciclo académico 2022-2023. El propósito de este estudio fue ayudar a mejorar la destreza de speaking y producción oral de los estudiantes a través de la integración de las estrategias del Total Physical Response. En esta investigación se utilizó el enfoque mixto para la recolección de datos en la que se integraron las técnicas e instrumentos cualitativos y cuantitativos. El cuestionario encuestas (cuantitativo) fue dirigido a los estudiantes correspondientes al nivel de octavo grado, mientras que la entrevista semiestructurada (cualitativa) a la docente del mismo nivel. Cabe destacar que la investigación también se efectuó de forma bibliográfica dado que se buscó información en varios artículos, revistas y libros para respaldar la efectividad de las estrategias del Total Physical Response en la mejora de la producción oral. En cuanto a los hallazgos más relevantes, se encontró que además de los factores afectivos que inciden en el adecuado desempeño de los estudiantes también existen factores externos que inciden en el proceso de enseñanza aprendizaje de la producción oral. Por lo tanto, la docente cree que el desarrollo de una guía metodológica con actividades en base a las estrategias del TPR acorde a la realidad, ritmo de aprendizaje e interés de los estudiantes podría ser exitosa. Considerando lo anterior, se diseñó un manual con estrategias y actividades relacionadas con el TPR donde los estudiantes podrán aprender vocabulario y gramática. Finalmente, se concluyó que la incorporación de las estrategias del Total Physical Response puede ayudar a reducir los factores afectivos y mejorar el desempeño y rendimiento de los estudiantes en la destreza de speaking y la producción oral de forma entretenida.

**Palabras clave:** Respuesta totalmente física, estrategia, manual, actividades, hablar, producción oral, aprendizaje.



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## INTRODUCTION

### Language context

English is currently one of the most widely spoken languages in the world. This language has been part of our culture and our education for many years. English is an important requirement to access better opportunities in several aspects as such education or professional role. On the other hand, many of learners around the world have many problems and difficulties when acquiring English language. In Ecuador, the teaching of English has been increasing since students must reach a high level in the command of the language to be able to have a great opening of academic, social, and work opportunities. For that reason, it is important to involve speaking skills with direct and experimental learning and encourage effective oral interactions among learners.

This research work involves the improvement of speaking skills especially oral production and the ability and ease of producing the language for communicative purposes. Also, strategies to improve oral production would be developed inside this research work to get good results inside and outside the classroom with the main objectives of this project and it will help students to be part of a real context of the language inside and outside the classroom. Besides that, inside English classrooms are not possible to develop oral production with effectiveness because of many factors that affect directly. For that reason, the researcher was very attracted to investigating this topic and these teaching strategies which have a significant impact on learners' oral proficiency.

### Problem description.

English learning involves many kinds of resources and strategies to get knowledge. The use of strategies to teach English is essential to learn and teaching the language in the best way. The correct strategies to learn and teach the language help students and teachers to get the knowledge, this problem affects education around Latin America and other places around the world because although having advanced technology, students do not dominate speaking abilities. "This causes that, although at present there is a greater amount of resources and strategies, it continues to be complex for teachers to teach a foreign language and for students to develop functional skills" (Ricoy & Álvarez, 2015).

In "Carlos Martinez Acosta" Educational Unit, located in Mira's city in Carchi Province, there are some problems with students especially in their oral production when they produce a language, this kind of problems make students create big holes in their language acquisition because their problems can affect their development in oral communication. Focused on first levels students, it means the eighth grades of the institution know the language but students need different strategies to learn correctly the way to produce a language orally.

## **Justification**

The principal reason to start with this investigation is the big problems in the Speaking teaching-learning process and the gaps that generate in the students' knowledge and student's oral production and how it affects to development of students in educational and social communication as eight grade students in "Carlos Martinez Acosta" Educational Unit. This question is essential to understand the effects of weak production of the language in students and the effects on students' development and confidence at the time to produce orally a language and, also speaking strategies are very useful to get a good connection with oral production.

Mira is a small city where there are two educational institutions is important to encourage the correct use of speaking of English of students to can develop in a fluent way when they study far away from their hometown but not only essential for their studies but also has a significant impact in the international culture which has a significant influence on our culture too; furthermore, Speaking is a good idea to strengthen the students' confidence when is the moment to express their feelings and ideas also develop their communicative skills.

## **Impacts**

- **Linguistic impact.**

This investigation work contributes to eight-year students at Carlos Martinez Acosta High School improving English language as a foreign language and helping students' English oral production by applying methodological strategies.

- **Educational impact.**

By using new strategies from TPR language learning, students and teacher can improve their performance in English oral production as a foreign language, also they can improve their fluency and confidence at the moment to produce a language in oral form to get a good communication.

- **Social impact.**

This investigation project benefits eight-year students at Carlos Martinez Acosta High School and teachers providing new strategies to be more social and to interact among them about their knowledge, feeling, opinions, and ideas. Similarly, students would be able to communicate and establish solid communication with foreign people.

## **Objectives.**

### **General objective:**

To propose Total Physical Response strategies to improve oral production of eight grades students at Carlos Martinez Acosta High School in Mira during 2021/2022.

**Specific objectives:**

- To establish the theoretical foundations based on TPR for the improvement of oral production.
- To analyze the strategies used by English teachers at Carlos Martinez Acosta High School in the improvement of oral production.
- To design a guide with oral production activities using Total Physical Response strategies to eight years students at Carlos Martinez Acosta High School.

**Structure of this research report.**

This research report contains four chapters.

Chapter I provides the theoretical basis for this research. It contains different learning theories, methods, and approaches that develop oral production. In addition, the study of the Total Physical Response approach and its strategies to develop oral production. In addition, the ability to speak, affective and academic factors that affect oral production in English.

Chapter II presents methodologies used during this research project, the type of research, an overview of the target population, the instruments used to collect the data, and the research questions.

Chapter III contains the analysis of results after the application of the different instruments. Each analysis contains a figure with the most relevant results, a discussion about the findings, and a citation with a related investigation.

Chapter IV presents the Total Physical Response strategies guide designed according to the theoretical framework and the analysis of results.

## **CHAPTER I: THEORETICAL FRAMEWORK**

### **1.1. Description of learning**

Learning is a worldwide topic that everyone needs to know or face during their entire life and this is important for educational or social life. The definition of learning is considering the best way that people to acquire content and knowledge according to different strategies and methods. As a result, Clark & Mayer (2011) support that learning involves making sense of the new information, reorganizing it in your mind, and connecting it with the material that you already know to create new significant knowledge. Finally, this process connected to experiences acquired across time happens during the complete life of people.

### **1.2. Learning Theories.**

Learning theory is defined as how information is absorbed, processed, and retained during the learning process. According to Heredia & Sánchez (2013), a learning theory is a set of concepts that observe, describe, and guide the learning process of people and everything related to that process. In conclusion, a learning theory is how information is observed by individuals and the best way that learners use to acquire and processed new knowledge and retained this information during the learning process.

#### **1.2.1. Cognitivism theory**

Cognitivism theory emphasizes the role of mental activities in the learning process, which means that individuals acquire knowledge emphasizing the use of their internal processes and their different forms to store new information. According to Heredia & Sánchez (2013) Cognitivism studies how the mind of learners interprets and processes information in their memory to get significant knowledge, also authors agree this whole process is active during the entire life of learners, and they are the principal factor in their learning processes, it means that individuals are responsible of what they want to learn and what is necessary for their lives to acquire.

#### **1.2.1. Constructivist theory**

Constructivism is a theory that is one of the most used nowadays because learners, as its name defines, construct their learning. This theory according to Heredia & Sánchez, (2013) is defined as knowledge as a construction of human beings as a product of their relationship whit the environment, their capabilities, and previous schemes. Authors explain that learners construct their knowledge based on the environment where they develop and grow intellectually, also in their abilities and capabilities acquired according to their experiences are important factors in the learning process, finally, previous knowledge supports the new thing that they are knowing by time. All of these aspects are essential in constructivist learning.

### **1.3. Methods and Approaches**

The approach is a set of correlative assumptions and beliefs that teachers have to deal with the nature of language and learning. It describes the nature of the subject matter to be taught. According to Brown (2015), approaches are theoretical positions and beliefs about teaching, language, language learning, learners, institutional and societal factors, purposes of a course, and the applicability of all to a specific educational context. On the other hand, the method is a set of procedures that involve the teaching-learning process to explain the content using different techniques and tools. Brown (2015) defined a method as “a set of classroom specifications for accomplishing linguistic objectives. Methods tend to identify teacher and learner roles, linguistic and subject-matter objectives, sequencing, and materials”

#### ***1.3.1. Methods and Approaches that develop oral production.***

Methods and approaches that can be helpful to develop oral skills are:

##### **Suggestopedia (Georgi Lazanov).**

This method is more known as Desuggestopedia, where the environment pretends to relax students, decoration and arrangements of the classroom is an important factor, also the use of music, especially classical music, is considered essential to learn. The main objective of this method is to develop proficiency in speaking through music. Richards & Rodgers (2001)

##### **The Natural Approach (Tracy Terrell and Stephen Krashen's collaboration)**

The Natural Approach is focused on the motivation of learners who use the target language for communicative purposes. Teacher use activities that avoid stress and respond to questions gently to encourage students to keep learning. This approach uses language, talking slowly, and responding to questions, and motivation is essential. Richards & Rodgers (2001)

##### **Community Language Learning (Charles A. Curran).**

Community Language Learning supports the relationship between counselors and learners, where counselors make resources according to the topics developed during the teaching-learning process. The use of free conversation, translation, and reflection inside the classroom to have interaction and exchange messages between learners and knowers. Richards & Rodgers (2001)



## **Cooperative Language Learning (CLL)**

Cooperative Language Learning encourages cooperation among learners to develop the learning process. It is essential for organization, value, and collaboration rather than competition, where students work in collaboration with others. This method improves communication skills during collaboration works. Richards & Rodgers (2001)

## **Competency-Based Language Teaching (CBLT)**

Seeks to develop communication skills in learners based on activities linked to the field of work and social survival. Activities that are developed are known as “real-world tasks.” Such as work schedules, job applications, and interviews. In this approach, the teacher corrects the students, gives positive feedback, and sees the learner's needs. On the other hand, the activities can be judge by learners who are the participants in this language process. Finally, CBLT allows students to participate in society in effectively way inspiring speaking through real-context. Richards & Rodgers (2001)

Methods and procedures that support oral production abilities connected to the research issue must be identified. Also, as some experts point out, “changes in language teaching methods throughout history have reflected changes in the kind of skill learners require, such as a shift toward oral fluency rather than reading comprehension as the aim of language study” (Richards & Rodgers, 2001, p.3). learners must develop their oral production skills because English is the most used language in the world. At this point, there are some strategies and approaches that can help them improve their oral skills. Total Physical Response Language Learning and Communicative Language Teaching are the best way mentioned in this project.

### **1.4. Total Physical Response language learning**

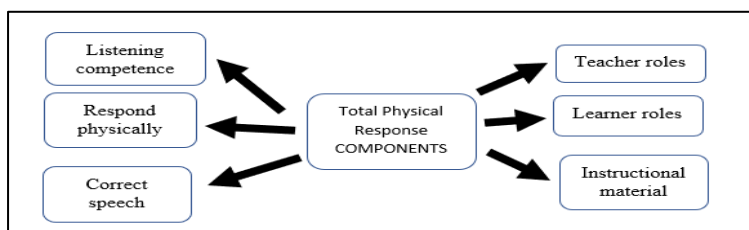
Total Physical Response (TPR) was created by an American professor of psychology James Asher in the 1960s, is that memory can be improved by associating physical movements with it, this method is also linked to notions of mother tongue language learning in infants and toddlers, in which they physically respond to directions. According to Brown & Lee, (2015), TPR as a method of teaching a second language is focused, first, on listening, which is linked to physical activities that are intended to promote knowledge of a certain fundament concept. This method was inspired in part by principles of child language acquisition, that means the concepts of how children learn languages, such as how thwy appear to listen more that they talk and how hearing is accompanied by bodily actions or physical responses.(reaching,looking moving, grabbing, and so forth).

### 1.4.1. TPR Components

It is important to know the components of this method to consider the moment to design activities for the class. According to Garcia (1996) in the research made by Larsen-Freeman & Anderson (2011), some critical components of TPR are listening to competence, responding physically, correct speech, teacher roles, learner roles, and instructional material.

*Figure 1*

*Components of the TPR*



*Note: This figure shows the components of the TPR* Source: Larsen-Freeman & Anderson (2011)

In the first component, learners develop listening capability but first, they develop the ability to speak, in the second component the ability in listening comprehension of learners is acquired because students are re-quired to reply bodily to spoken language in the form of commands, in the third component, speech evolves naturally and effortlessly out of it. The fourth and fifth components are the teacher's and learner's roles, the teacher is the leader of learners' performance and learners are copiers of the teacher's nonverbal model. Finally, the instructional material is the last component; it focuses on Materials and realia plays an increasing role, however, in later learning stages.

### 1.4.2 Teacher role

In Total Physical Response, the teacher takes an active and direct role. Larsen-Freeman & Anderson, (2011), "The instructor is the director of a stage play in which the pupils are the principal characters"(pág.144). the teacher is who decides what topics to teach, who produces and presents innovative information, and who selects classroom support substances. The instructor is encouraged to stay properly prepared and structured for the class to course reliably and smoothly. The teacher directs classroom interaction and turn-taking rather than the learners when students are interacting between them and following the director's instructions.

### 1.4.3 Learner role

Students are listeners and performers in Total Physical Response, and them are their basic responsibility in this language learning method. Students put close consideration and physically respond to the teacher's commands. Larsen-Freeman & Anderson (2011) express that individual and group responses are needed of the students because the material is established by the teacher, who must follow the imperative-based pattern for the lesson, learners have

limited control over what they learn. Learners must also be able to identify and respond to novel combinations of previously taught objects. Learners must also come up with new combinations of their own. They keep track of their development and evaluate it. When students have internalized a solid foundation in the language, students are motivated to speak when they are ready.

#### 1.4.4. Instructional material.

Nevertheless, in later stages of learning, realia, and materials performance a larger role. Instructions may not necessitate the use of materials for absolute beginners because the voice, motions, and gestures of the teacher may be adequate for activities in the classroom. The instructor may make use of standard classroom items including books, pencils, and chairs. The teacher will need to create or acquire supplementary resources to support teaching facts as the course progresses. Realia, pictures, word charts, and slides are examples of these. According to Larsen-Freeman & Anderson (2011), Asher has created TPR student kits for a variety of sceneries with the principal object is make the class more interactive, including the house, store, and beach. The kits can be used by students to create sceneries and increase students' motivation.

#### 1.4.5 TPR Oral production strategies.

The Total Physical Response method employs classroom activities that promote communication and connection because the principal object of this method is that learners connect with the language and communicate among themselves. According to Alvarado (2019), The primary skill to develop in this method is speaking skills, which implies oral production must be increased because it is an essential tool for effective communication. As a result, there are a variety of TPR exercises to use in English Classes. Similarly, the teacher will employ various sorts of exercises and tactics to increase the learners' oral production.

*Figure 2*

*The variety of exercises to increase oral production*

Simple Commands	Combined Commands	Strings of Commands in a Row
<ul style="list-style-type: none"> <li>• Use of few commands or phrases.</li> <li>• the kids will follow them.</li> <li>• Words are usually presented in groups of three to five every day.</li> </ul>	<ul style="list-style-type: none"> <li>• Add more complexity.</li> <li>• Add in adverbs over time</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to understand multiple directions in a row.</li> </ul>

*Note: This figure shows the variety of exercises to increase oral production* Source: Alvarado (2019)

The commands used in TPR Method come from the most basic instructions as you can see in the picture, simple commands where the teacher says easy commands and students follow them, in this stage is preferable to start with little words. After that, the teacher uses combined commands once students have mastered isolated words, the teacher adds more complexity, for example, add a noun and say, “walk to the door” instead of just saying “walk”. Alvarado (2019) expresses that is helpful to add adverbs over time all well, as in “ touch your face s-l-o-w-l-y with your hands” while doing the action to have more impact. Finally, in the last stage where teachers use strings of commands in a Row, students will be able to understand multiple directions in a row, for example: “Jhon, pick up the red book, take it to the teacher’s desk then walk to the doos and open it”.

#### **1.4.6. TPR Activities**

Some activities help students to improve and develop oral production, every method has different activities that learners can do to improve their oral production, and in this situation Total Physical Response is no exception. According to Brown & Lee (2015), TPR is a method that uses a lot of variety in activities that implies sounds, visual material, and in most cases body movements with gestures to encourage learners to develop and perform their oral production progressively; for that reason in this research work develop some TPR activities that learners and students use to improve oral production.

**Songs:** they may seem self-evident to use gestures to accompany lyrics when singing songs, but this is a type of TPR activity because the teacher uses gestures to encourage the learners’ oral production, rather than simply listening, learners act out the word to build a deeper connection with them and the language too.

**Brain Breaks:** When learners are working in a foreign language, they need to maintain a high level of concentration to understand the message, if they do not pause occasionally, their brains are saturated and they stop being attentive to what they are told that reason, Brain Breaks in Total Physical Response is a great way to get students moving and reviewing either previously learned vocabulary or phrases to build knowledge for when learners are ready to produce it orally.

#### **1.4.7 TPR Games**

Total Physical Response is a method that uses gestures and mimics to achieve its objectives like developing learners’ oral production. According to Alvarado (2019), This method applies a silent period to start developing oral activities for that reason it is even more fun to make TPR a game so that apprentices can keep the motivation, interest, and, desire to learn and improve

a good oral production of English using this method. There are many games and some of these add a novel and surprising twist to TPR by having students respond to visuals by touching or pointing rather than playing them.

**Simon Says:** This game is very popular, and everyone knows. According to Alvarado (2019), it is a classic game that is very similar to TPR by the way it is run within the teaching-learning process but with a competitive advantage. "Simon" typically the teacher or person who leads the class activity, quickly calls terms for the class to act, always starting with, "Simon Says" and the students who do it faster will be the winner, but when the monitor of the class does not say the phrase Simon says no one should do it and if they do, they are out. The student who is the last to act or not do anything wins.

**Closed eyes:** This game is very similar to Simon Says but with a small variation which is the closed eyes, this variation is very functional to improve oral production. According to Alvarado (2019), the principal characteristic of this game allows students to awaken their imagination and work on their memory in base on the content already learned. To start the monitor should ask all students to close their eyes for students to act, shout terminology, or different phrases. If someone performs the wrong action, they are eliminated. At this point, they can open their eyes and help to teacher catch, other students. The monitor continues shouting words until only one student remains.

**Slap-It/ Flyswatter:** To start this game the monitor must make small groups of students so they will work collectively and promote knowledge by developing oral production. Alvarado (2019) shows the monitor divides the students into 4 or 5 groups for Slap-It and. To each group, the teacher should hand out only cards with pictures faced up in the center of the group, and the teacher should declare the game terms. The card goes to the first student who touches the relevant image. At the end of the game, whoever student has more cards wins. On the other hand, Flyswatter is similar to slap-it, except that the students approach the front and use flyswatters to it the graphics projected on the board according to the terms of the game established previously.

**Charades/ Pictionary:** This game is more participatory Alvarado (2019) points out that as students take a more active role during the game developing their oral production and increasing their motivation. The teacher divides the class into groups and indicates that a representative of each group interprets or draws printed sentences on pieces of paper. To start the game, the monitor allows each group a scheduled guessing session and makes the artist or actor gather as many roles as possible to earn points. Play a few rounds to see who comes first. The only person who does not see the phrases in this version is the group representative. The whole group can act and must make educated guesses.

## **1.5. Communicative Language Teaching (CLT)**

Communicative Language Teaching facilitates the communication process of all students. CLT is a method different because allows the classroom to have various perspectives on how principles are interpreted and applied. Indeed, Klapper (2003) and Brown (2015), point out that because the CLT lacks strictly prescribed classroom techniques it has a flexibility that has allowed it to last for thirty years. This approach has its teacher's roles, students' roles materials and activities where students through associating pictures and observing differences /similarities discover and develop their language communication. Learners acquire the skill of working in groups and negotiating among themselves. The activities that are developed in this approach help students to have to communicate orally.

### **1.5.1 CLT Components**

In the same way, this part is to show the components that involve Communicative Language Teaching as in the prior explanation of the previous method, it is significant to know the components of the CLT method to consider the moment to design activities and strategies for the class. According to Garcia (1996) in the research made by Larsen-Freeman & Anderson (2011), some critical components of CLT are communicative interaction, cooperative relationships, authentic language, language forms, cohesion and coherence, teacher roles, learner roles, and instructional material.

In the first component, learners develop communicative interaction before they develop the ability to speak, in the second component learners' ability to cooperative relationships is acquired because they are re-quired to work in groups to speak the language, in the third component, authentic language that implies the use of the most real situations to develop communicative strategies. The last components are the learner's, and the teacher's roles. The teacher is who promotes learners' communication, and learners improve their comprehension. Finally, the instructional material is the last component; it focuses on materials, realia, and authentic examples which play an increasing role, however, in later learning.

### **1.5.2 CLT Teacher role**

The teacher generates ways to communicate inside the classroom. In this role, establishing situations likely to promote communication is one of his major responsibilities. Throughout activities teacher acts as an advisor monitoring their performance, and answering students' questions. According to Larsen-Freeman & Anderson (2011), teachers make a note of students' errors to be worked on at a later time during more significant activities. It is very important because teachers help students to develop their self-correction and themselves understood. At other periods teachers might be co-communicators appealing in the communicative activity laterally with their students.

### **1.5.3 CLT Learner role**

The learners' role is more active because students are communicators at every moment. They are actively engaged in negotiation, Larsen-Freeman & Anderson (2011) points out students negotiate with their meaning which means they try to make themselves understood especially when something is incorrect or their knowledge of the target language is incomplete. The role of students in this method is more dominant than the teacher's role because the teacher is not the center of the teaching-learning process, and learners are seen as more responsible for their learning and knowledge.

### **1.5.4 CLT Instructional material.**

Instructional material is a fundamental part of the teaching-learning process for that reason is important to expose students to natural language in a variety of situations. According to Larsen-Freeman & Anderson (2011), Communicative Language Teaching advocates the use of authentic language materials which means the use of real elements that are surrounded by a language that is acquired. there are many possibilities to use materials that exist in the real context. For students with inferior expertise in the target language as a teacher can use authentic simpler material like an example, a weather forecast for a communicative intent. Another possibility for the use of authentic materials is the use of realia that do not contain a lot of languages, for example, Menus in the target language and timetables to generate discussion activities to promote oral production.

### **1.5.5. CLT Oral production strategies.**

There are an infinitive number of exercises formats and communicative method-appropriate activities, provided that they help students achieve the communicative goals of their learning encourage communication among students, and call for the use of communicative processes like information exchange, meaning negotiation, and interaction. According to Brown & Lee (2015), classroom activities are often designed to focus on completing tasks that are mediated through language or involve negotiation of information and information sharing.

**Role-play:** Role-playing is crucial in CLT because it gives students the chance to practice speaking in a variety of social sttirngd and job positions. According to Larsen-Freeman & Anderson (2011), roles- play can be set up so that they are very structured for example, the teacher tells the students who they are and what they should say, or in a less structured way, for example, the teacher tells the students who they are, what the situation is, and what they are talking about, but the students determine what they will say.

**Picture Strip Story:** Pictures strip stories can be used for a variety of activities. One student in a small group tells a comic strip story during the activity. The student invites the group members to guess what the subsequent photograph will look like after presenting them with the first image of the story. This activity just describes an example of using tasks relating to problem-solving a communicative technique. According to Larsen-Freeman & Anderson (2011), problem-solving tasks work well in CLT because they usually include the three features of communication. This gives students practice in negotiating meaning.

**Scrambled sentences:** Passages' sentences are provided to the students in a jumble order. They may be familiar with this paragraph already or may be unfamiliar with it. To put the sentences back in their proper order, students are instructed to unscramble the sentences. Larsen-Freeman & Anderson (2011), point out that this type of activity teaches students about the cohesion and coherence properties of language. They learn how sentences are bound together to express coherence and cohesive compositions through formal linguistic devices such as pronouns and semantic propositions.

### 1.5.6 CLT Games

Games are used regularly in Communicative Language Teaching. The students discover them pleasant, and if they are correctly considered, they stretch students' valuable communicative preparation. Games that are genuinely communicative according to Morrow (1981), mentioned by Larsen-Freeman & Anderson (2011), have three features of communication: information gap, choice, and feedback.

**Card game:** The card game has the three characteristics explained before because an information gap exists. After all, the talker does not know what her/his classmates are going to do the following holiday. It is up to the speaker to decide what to anticipate and how to predict it. The speaker obtains feedback from the member of the group if the prediction is unintelligible, then none of the members of the group would respond. If the students get a meaningful response, the students can guess that the prophecy is unstated.

**Monopoly Speaking Game:** It is a game which creates more enjoyable speaking classes by doing creative, effective, and joyful activities such as discussions to promote students' oral abilities. According to Rohdiana (2017), this game also fulfills the criteria of good games which give students a relaxing atmosphere, fun, and opportunities to learn and improve their oral production. A wide variety of materials are appropriate to use in this game, including problems for discussion, colorful pictures, videos, songs, and objects. Through the form of Monopoly, the teachers can be combining and modify the oral activities in this game, using picture narrating, picture describing, discussion, information gap, storyteller, reporting, and playing cards as part of the activities of this game in this method.



## **1.6. Language acquisition**

According to Hurford (2019), the process through which speakers gain the ability to process a target language is the definition of language acquisition. The phrase is used to refer to the acquisition of a first native language in this context. It is also possible to refer to the ability to learn a second language or a foreign language. Language acquisition is studied using several theories such as behaviorism because it is the process by which a person learns to speak, understand, and communicate in a foreign language is referred to as language acquisition. A strong sample of language acquisition is at what time a youngster gets the mother tongue through the context, it will occur through listening, repetition, and natural interaction. On the other hand, understanding the difference between language learning and language acquisition is important.

## **1.7. Communication**

The process of delivering or sharing meaningful information is a definition of communication according to Bayles (2018). It might happen between two people or among several people. Some roles of communication include informing, revealing, selling, persuading, buying, teaching, inspiring, accepting, advising, affirming, and so forth. However, it is critical to understand the distinction between communication and language. According to Bula (2015), people communicate situations using words, called verbal communication. Similarly, the author states that we share ideas, experiences, and feelings through spoken language using physique language, gestures, hand movements, facial expressions, eye contact, and speaking. However, we can also communicate through messages and written symbols. Finally, language and communication are necessary for people to understand and act correctly.

## **1.8. English skills**

Language practice is the main focus of language skills. According to Hurford (2019), teaching language skills “involves teaching students how to use English; both spoken and written to shuttle appropriately between diverse varieties, cultures, and communities” (p.2). The four linguistic abilities: listening, speaking, reading, and writing are implied. These skills are fundamental to having excellent communication among people and developing interaction between cultures. The combination of reading, writing, speaking, and listening will help students become better readers, writers, listeners, and communicators. They will also communicate effectively and without any hassle.

### **1.8.1 Receptive skills.**

- **Listening skill**

Listening and speaking abilities coexist because they are closely tied to achieving genuine communication in everyday contexts. Bula (2015), states listening skill permits understanding

what the person is hearing. Academically, listening abilities are crucial for improving results during the learning process. Speaking abilities are equally as crucial as other skills. The ability to effectively receive and interpret messages during conversations means that listening is a crucial component of any successful communication. It is necessary to express written information, your ideas, and words through sounds that are produced by your mouth.

- **Reading skill**

Reading comprehension enables deciphering the implications of these codes, while reading comprehension entails the ability to recognize codes and comprehend the meaning. Reading skill permits the appreciation of the formula of words or sentence structures and their denotation. According to Hurford (2019), reading skill is the process of looking at written symbols and letters and understanding their meaning of them. It is usually the third language skill that students learn in any language-learning process. This skill contributes to the reading ability of students, in other words, learners gain knowledge about their reading comprehension skills

### **1.8.2. Productive skills**

- **Writing Skill**

Writing skill is the representation of your level way of expression or your intellectual level states Manaj (2015), this ability depends on the quantity and quality that learners read. This ability is an important part of communication because through it people can convey their ideas, feelings, information, or any message transformed in the text that is easy and clear to understand them. Writing skills permit expressing feelings and ideas in a paper. It is the capacity to communicate and show ideas visibly through words, phrases, and other written forms

- **Speaking Skill**

Speaking is a compound skill; this ability is important to develop good interaction and communication with people. Speaking abilities enable language used for oral communication. Also, speaking skill is too significant once people are learning a new language because it permits improving knowledge and learning. According to Brown & Lee (2015), speaking is the ability to speak fluently and presupposes not only knowledge of language features but also the ability to process information and transmit ideas orally in a variety of situations.

### **1.9. Oral production**

Most English language teachers find it difficult to achieve oral production since most classroom tactics do not involve pupils in speaking activities. Oral production is more than giving a

dialogue; this ability also entails comprehension and relationship because it is a form of the whole communication. Oral production involves speaking and listening skills, and in Total Physical Response and Communicative Language Teaching, the oral activity contains the receptive skill of understanding and the productive skill of speaking. Apprentices need to appreciate and recognize the differences between speaking and oral production skills in hearing and listening. Bula (2015), defines oral production as the ability to communicate effectively to others about what they have understood in the form of a conversation.

Finally, oral production refers to a person's ability to share what they have learned through listening and speaking skills. It implies that someone who can communicate effectively and listen well will also be an effective speaker. In conclusion, the Total Physical Response and Communicative Language Teaching class focus on improving speech production in foreign languages with a variety of materials that have powerful information, listening is to appreciate the message. For students to acquire oral abilities they must be skilled listeners.

## **CHAPTER II: METHODOLOGY**

### **2.1 Description of the study area**

The present research work was executed at “Carlos Martínez Acosta” High School located in Mira, Carchi province. In addition, this high school is a mixed (male and female) and public primary and secondary instruction, with 51 years of teaching work to benefit students. In addition, this institution educates more than 1700 students, who are distributed by sections: Initial I and II, Basic General Education, and Unified General Baccalaureate. At present, this school has block one, comprising the initial sections, block two comprising Basic General Education, and block three, which includes the upper basic and the Baccalaureate sections. In addition, the high school has three branches distributed in the rural sector of the city where more than 90 teachers perform their pedagogical functions. Especially, the matrix of this High school which is located on Ulpiano Palacios street No. N9-053.

### **2.2 Research type**

This investigation had a mixed approach since the researcher combined techniques, methods, and research instruments of the qualitative and quantitative approaches. According to Hernández, Sampieri, Fernández, Collado, & Baptista (2010), defines the mixed approach as exploratory and analytical research when the investigator collects, analyzes, and integrates data from the quantitative and qualitative lines in a single study to respond to a problem.

#### **2.2.1 Quantitative research**

Using sampling techniques, quantitative research gathers data from current and potential participants; the findings can be expressed numerically. After cautious understanding of these numbers’ investigators can predict the future of the situation and make problem solutions accordingly. Hernández Sampieri (2014), stated the Quantitative approach because the objective is to know the percentage of students who are being affected by this significant problem of oral production in English, seek causality, and realize the hypothesis and deduction of the problem.

#### **2.2.2 Qualitative approach**

On the other hand, According to Nassaj (2015), the qualitative approach focuses on the general understanding of the problem where the observer is part of the investigation and tries to understand the feelings of people who have been affected by the problem because this approach involves human emotions. the qualitative approach focused on how teachers feel when they are directly affected by the problem already mentioned to find a proposal to improve teaching methods to develop in the better way oral production in students.

## **2.3 Research methods**

Since the research employed a hybrid methodology, deductive and inductive techniques were employed in this research. It means that the research had a qualitative and quantitative approach.

### **2.3.1 Deductive**

Since the researcher observed the English class broadly for this study, deductive reasoning was applied. Then she achieved deductions in base on the aspects that affect the students' oral performance. It is important to clarify that the deductive method is perceptive that makes conclusions starting from the general to explain the real facts.

### **2.3.2 Inductive**

In this circumstance, the inductive method was applied to detect, analyze and know the common appearances of the school condition, teaching resources, the teacher's role, and factors that affect pupils' oral production, and thus develop general conclusions.

## **2.4 Techniques and Instruments**

The research instruments and techniques of data collection made it probable to gain accurate information that help to meet the proposed objectives. Below is a brief summary od data collection tools.

### **2.4.1 Interview**

Mainly, an essential technique for qualitative research was an interview aimed at the teacher of the institution to know how they feel about the problem. The interview was applied to a single teacher who is in charge of all eight grades of the institution. This technique had a unique section that focused on getting to know the teacher's perception, knowledge, thoughts, feelings, and expectation, about problems related to the English teaching-learning methodology. An interview with seven questions was used to collect data.

### **2.4.2 Survey**

An essential tool for quantitative research was a survey of eight-year students when all of them were chosen to determine how the problem affects them in their oral development and how they face it daily inside and outside the classroom. The questionnaire survey had one section that involved specific data related to the methodology used by their teacher. This instrument of data collection was applied to 59 eight-year students in a physical form, which was delivered by a principal, the general inspector, and the teacher's authorization. The questionnaire also

have 10 questions; some were multiple-choice questions, and some were open-ended. It is important to mention that expert teachers validated the surveys so that the survey could be applied reliably.

## **2.5 Research questions**

What kind of resources can help students to improve their oral production?

How TPR strategies can help students improve their oral production?

How CLT strategies can help students improve their oral production?

## **2.6 Analysis procedure.**

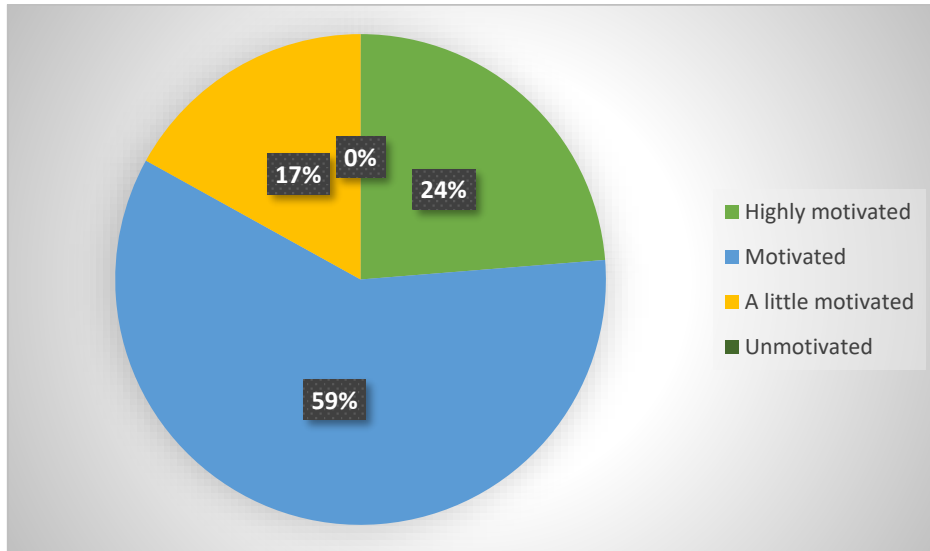
The investigation of variables in a theoretical framework was the starting point for developing the data collection instruments, then based on the finding the investigator designed these two instruments which were a student survey and a teacher interview. After that, the questionnaire survey and interview were evaluated. Once the instruments were verified and validated by the professors from the English major, an authorization letter was solicited to the dean's secretary of the Universidad Técnica del Norte to get information and carry out the research at the Carlos Martinez Acosta High School. These instruments were applied in person to 59 eight-year students and a teacher who is in charge of these academic years at the institution with the previous authorization of a principal of the institution. The results were analyzed using descriptive statistics for the quantitative part and content analysis for the qualitative part after that the results were represented in a pie chart to generate conclusions and consider possible solutions and suggestions for the problem described during this research project.

## CHAPTER III RESULTS AND DISCUSSION

### 3.1. Quantitative interpretation of the surveys

Figure 3

*Motivation's importance on students*



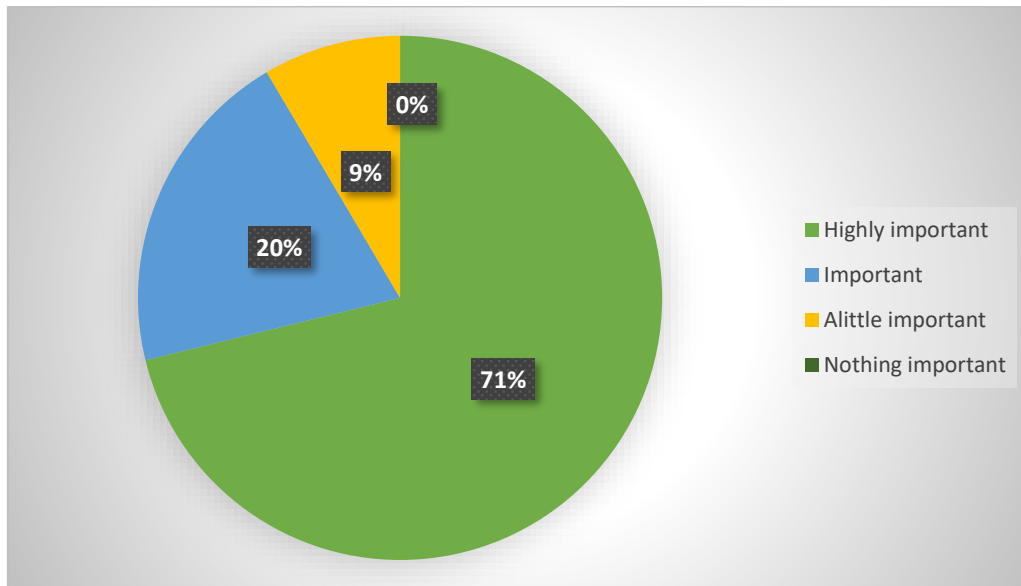
Note: Own elaboration

Source: Survey December 2022

The results obtained in question one indicate students' motivation during their English classes. The most significant percentage shows a high level of motivation from students for their English classes. Based on this result, teachers must keep their students motivated students English classes with positive attitudes and creative activities that allow students to feel comfortable. According to Hulleman (2018), teachers can help their students to increase their motivation by making connections between important aspects of their lives and the material that they are using in their classes.

Figure 4

Importance of English in students' professional life.



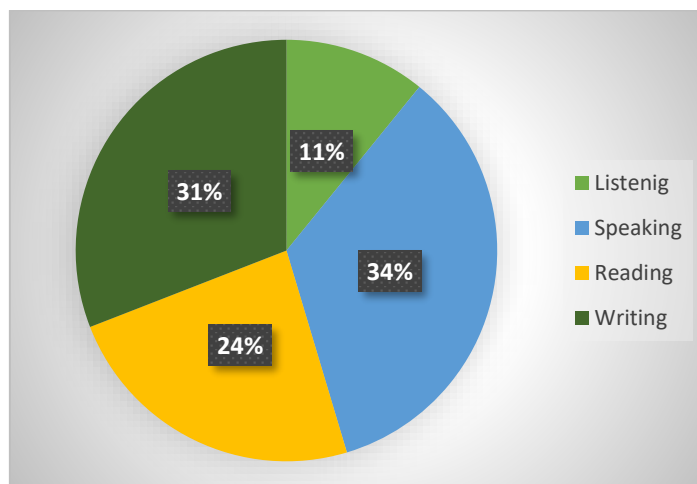
Note: Own elaboration Source: Survey December 2022

This graphic shows the student's perception of the importance and influence of English in their professional life. In this globalized world, learning English converts an important and indispensable factor in academic and professional aspects of people's lives. English allows people to get a better education but also get a lot of opportunities for better jobs. The results that domain in the second question is very positive because a high level of students think that English is very important for their professional future. Babu (2022), shows that a proficient language can change people's life by opening new career opportunities, benefit working abroad, and also knowing a new language help people climb the career ladder. A smaller group of the students declared that English is not important for their professional future. Regardless of this, it is evident that most of the surveyed group realizes that English is very important for people's future.



Figure 5

The most difficult English skill for developing

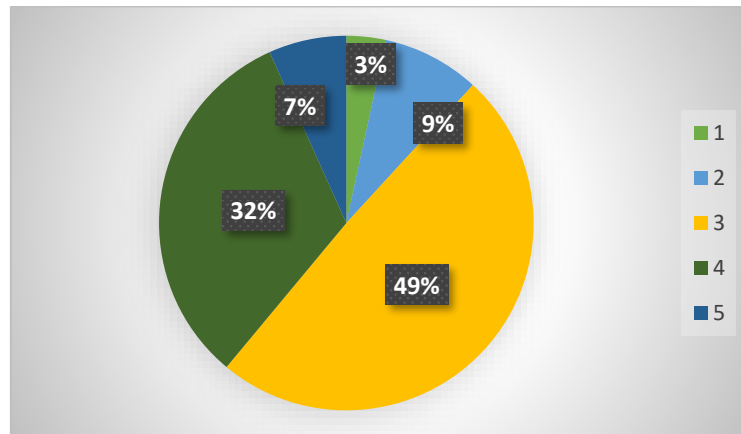


Note: Own elaboration Source: Survey December 2022

Based on the information shown in the following pie chart, it is easy to perceive the students' perception of English skills. A majority of students representing 34%, expressed that speaking is the most difficult language skill to develop during their English classes. According to Afshar & Asakereh (2016), the factors causing speaking problems in students are the lack of speaking practice, the lack of knowledge, the fear of mistakes, nervousness, low motivation, low participation during speaking activities, fear of criticism; for that reason, students perceive that speaking skill is the most difficult to develop. By contrast, a significant number of participants considered writing the most difficult English skill. In like manner, writing needs a lot of practice and knowledge to be developed during the learning process. Finally, the rest of the students divided their difficulty between listening and reading. However, it is crucial to note that the four abilities are important because they are all interconnected in the process of learning English.

Figure 6

The level of confidence of students during oral production activities.

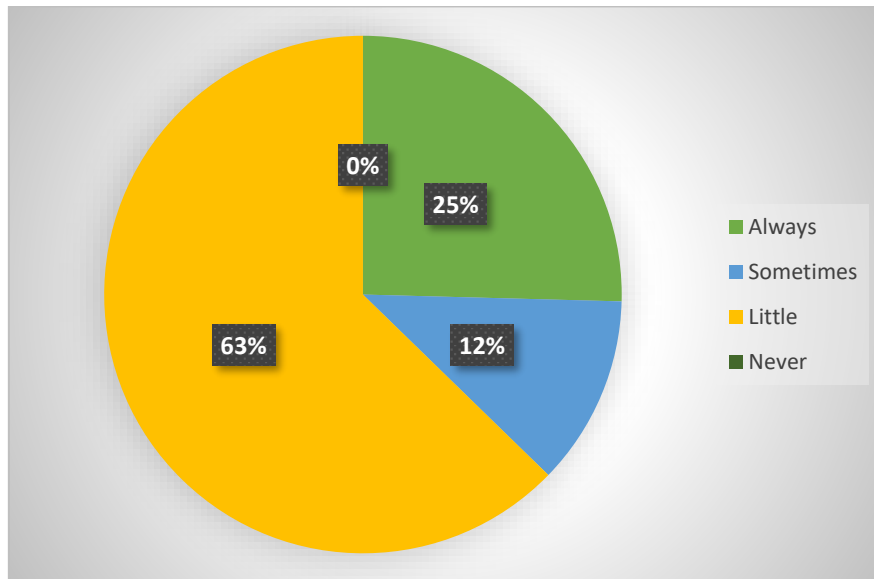


Note: Own elaboration Source: Survey December 2022

This figure shows the students' confidence during oral production activities. As shown in this pie chart, the most of students surveyed feel good during oral communication in their English classes. Another considerable percentage of students feel secure when they are participating in oral production activities. According to Nadiah, Arina, & Ikhrom (2019), self-confidence in students is important when they speak in public and they can build confidence when they like what they do and have enough knowledge to develop their confidence. Surprisingly, the result is a bit similar between students that feel confident during speaking activities and the students that feel insecure and unconfident during the same activities. It means that lack of practice or preparation and low motivation are the principal factors that affect students in their confidence.

Figure 7

The frequency with the teacher carries out oral activities.

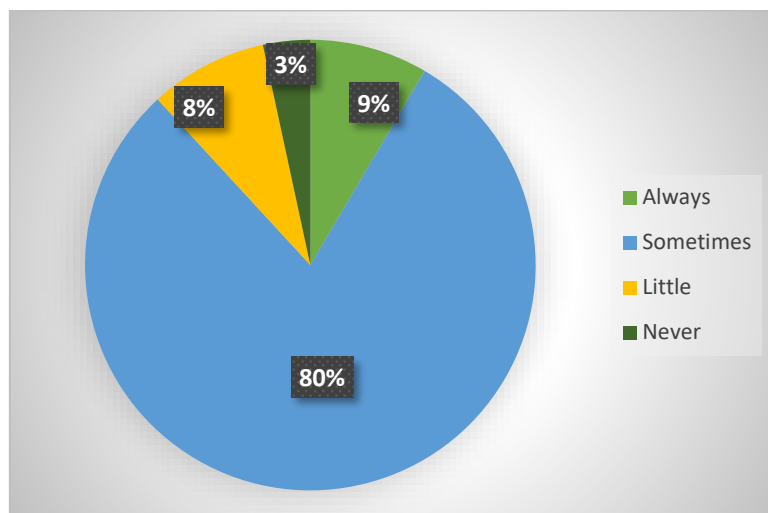


Note: Own elaboration Source: Survey December 2022

This pie chart helps to know the frequency with which English teacher conducts activities to increase the students' speaking skill inside the class. Of the total number of students surveyed, over half detailed that their teacher performs oral production activities rarely. Then, a quarter percent of the respondents indicated that the instructor provides oral activities frequently. It is important to take into account that the teacher almost always carries out oral activities, which means that students practice speaking regularly. According to Thaine, (2021), speaking activities like debates or discussions where students can develop their inner thoughts are significant because help them to improve their language items, and students ability to speak fluently. The development of this kind of activity is significant to learners because it promotes class participation and interaction. Also, they can motivate learners to express themselves confidently in their daily lives.

Figure 8

Students' participation in the speaking activities

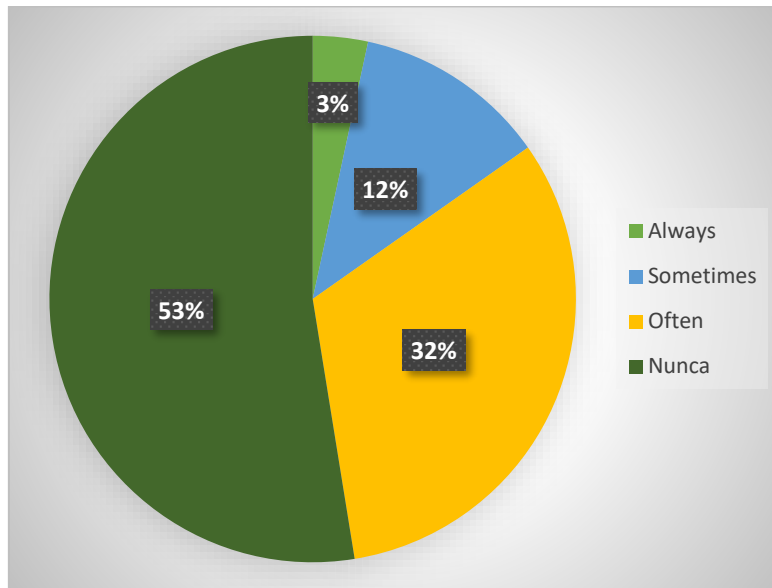


Note: Own elaboration Source: Survey December 2022

This pie chart shows the students' participation during speaking activities used by the English teacher to develop their oral production. As shown in the picture, the results exposed that the most of students surveyed (80%) participate frequently in the speaking activities used by the instructor during English classes. On the contrary, less than a quarter of percentage of students (11%) said that they rarely or never participate in oral activities during speaking classes because they do not understand the teacher and for different reasons such as nervousness, fear, and shyness. Despite this, some respondents, who represent a minority of students (9%) stated that they participate always because they like English and love participating in oral activities. In general, most of the students participate in speaking activities not with the same frequency but they try to do their best because they understand that these activities positively impact their learning.

Figure 9

*Students' frequency of participation in an English conversation*

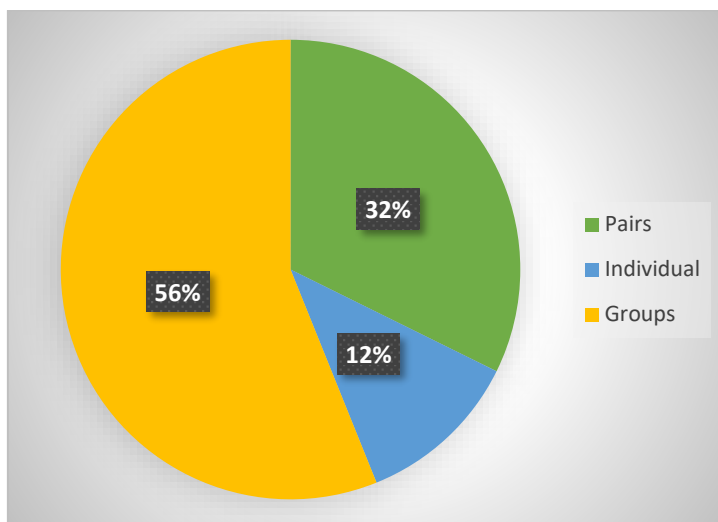


Note: Own elaboration      Source: Survey December 2022

In the next pie chart, the results of the frequency with which apprentices have a interaction in English with their classmates. It can be analyzed that more than half of the students surveyed have not had a conversation in English with their classmates, this allows agreeing that the learners do not have a correct interaction between them during their speaking activities within the classroom. On the other hand, 44% of respondents have frequently had conversations in English among themselves as an oral communication activity in English. Surprisingly, the lowest percentage which is 3% have never had a conversation with their peers. According to Al-Hebaish (2012), regardless of the knowledge the students have already, this situation depends on the selection of activities that the teacher chooses to develop oral communication in students.

Figure 10

Students' preference to practice oral production

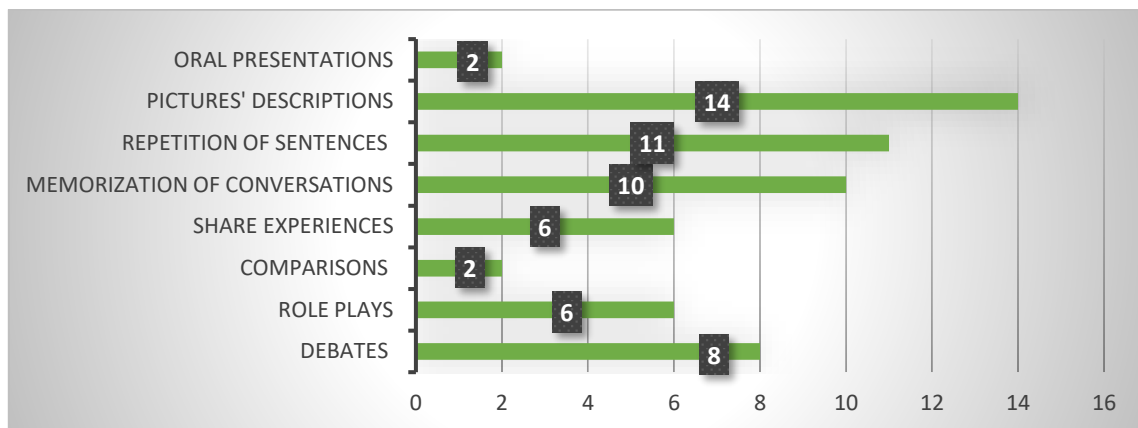


Note: Own elaboration      Source: Survey December 2022

The results shown in this pie chart represent the students' preference when considering speaking activities during English classes in relation to their classmates. The majority of the surveyed students who represent 53% of the total students prefer to perform oral activities in groups because their skills are developed more and their vocabulary is increased. According to Smith (2008), group work allows students to engage in process skills critical for processing information, evaluating, and solving problems. 32% of the students prefer to do the speaking activities in pairs because the motivation to participate is increased and they feel safer sharing their ideas orally. Surprisingly, 12% of the total stated that the best way to develop oral activities is an individual way because they learn in a better way by themselves and can identify their failures, and can self-correct them.

Figure 11

The most common oral activities used in speaking classes

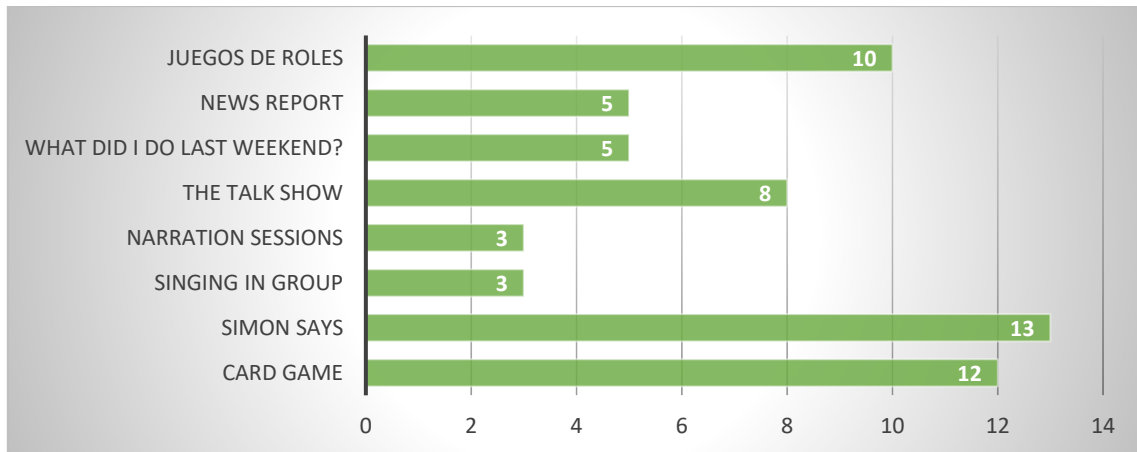


Note: Own elaboration Source: Survey December 2022

Question nine illustrates the most frequent activities used by the teacher in class. Communication activities include any activity that encourages and necessitates students to talk and listen to others. According to the figure, the most used activities in class were descriptions of images, memorization of conversation, debates, and repetition of sentences. In contrast, oral presentation and comparison were the least used activities. Finally, with similar percentages, the activities often used were sharing experiences and role-playing. In conclusion, it is remarkable that instructors somehow apply the communicative approach to speech teaching. In this sense, it means that they do not use very traditional strategies.

Figure 12

Students' perception of the use of TPR and CLT activities to develop oral skills.



Note: Own elaboration

Source: Survey December 2022

This picture supports to know the different activities that students would like to apply in their classes to develop their oral production skills. According to the figure, the most chosen activities in class were the card game, Simon says, role play, and interview program. These activities help students improve their creativity and develop their speaking skills. Instead, news reportage, and what did I do last weekend? Were the least desired activities to use by students. Finally, with an equal percentage, the activities they did not like to use within the classroom were a section of narration and singing groups. In conclusion, it is remarkable that students somehow desire new communication activities and strategies for speaking improvement.



### 3.2. Teacher's Interview

According to the qualitative component, an interview of 8 questions was designed for the teacher who is in charge to impart knowledge to eight-year students at Carlos Martinez Acosta high school.

*1. In your perspective, which of the four skills (listening, speaking, reading, and writing) have you found to be the most difficult during the process of teaching and learning in English classes?*

The first question for the teacher was regarding about four skills that the English learning process involves and the most difficult one that she as a teacher can identify in her students. The teacher said that all skills are very important to develop language learning, also she as a teacher can observe some difficulties in their students but speaking skill is the most difficult skill because students are a little shy. In line with Afshar & Asakereh (2016), speaking is one of the most used skills in English teaching-learning and is also the most complicated to produce good results for students.

*2. What kind of problems related to oral production do you encounter during the process of teaching and learning in English language classes for 8-year students?*

The second question applied to the teacher was regarding difficulties related to oral production encountered during the teaching-learning process. The teacher said that notice some problems related to oral production, but the most relevant is the pronunciation of the words because students do not practice and they do not put all their effort during speaking classes. According to Prieto (2007), oral production is a subskill that implies a lot of practice and there is one way to improve oral production ability inside the classroom is by practicing with others, interacting with others, and learning from others. The author and the teacher who was interviewed had the same thoughts about oral production and its development in students during English classes.

*3. As an English teacher, what kind of methodological strategies do you use to help your students with their oral production development?*

In this question was about strategies used by the teacher to develop oral production in students during their speaking activities. The teacher explained that she tried to use different strategies in every lesson, by the way, she said that used pictures, songs, social media, and real dialogues to improve oral communication in her classes. Saeidi & Farshchi (2015), stated that communication strategies depend on task and context and the effectiveness of communication strategy instruction on second language performance, and the material required is a fundamental part of the success of strategies used inside the English classes. For that reason, the teacher has a great idea about the use of different materials as resources of strategies to develop oral communication between students in a classroom.

*4. What activities do you use to develop oral production in your students?*

The next question explained now is related to activities that the teacher uses during her speaking development classes, and the impact that these can generate on her students during activities' development. The teacher said that she uses songs, puzzles, crosswords, and short dialogues to increase confidence in her students, and in this way, her students can develop oral production in her students. According to Saeidi & Farshchi (2015), the activities imply during a lesson that requires oral communication are essential to the improvement of this skill in students because depending on these kinds of activities the motivation in students increases generating wishes to learn more. Relating both teacher and authors' opinions we can conclude that activities that help to improve oral communication are an important factor in students' learning process.

*5. Have you ever heard about Total Physical Response strategies to develop oral production in students?*

This question is regarding the TPR strategies to develop oral production in students. The teacher said that she has not heard about TPR strategies. According to Jaramillo & Luzardo (2015), Total Physical Response strategies are part of the traditional method of the teaching-learning process that nowadays are not used or simply teachers do not remember when they are planning their classes, especially their oral communication activities. For that reason, these strategies became unknown to the teachers who imply technology and new tools to develop oral production activities.

*6. As a teacher, have you applied TPR strategies in speaking activities with your students?*

This question is about the availability to apply TPR strategies inside teachers' speaking classes to develop oral production in students. She said that she does not know about these strategies, but if she would have the opportunity to learn about them, she will apply these strategies in her English-speaking classes. Jaramillo & Luzardo (2015) stated that the lack of knowledge of some things does not allow development to the maximum capacities that make the process of development of certain activities. Concluding innovating and creating new tools and strategies to develop some activities are considerable factors in the learning process and in improving oral production skills.

*7. Would you be willing to use a didactic guide with TPR methodological strategies that facilitate students' oral production in English?*

In this question, the teacher said that she would use a didactic guide with TPR methodological strategies because this guide will be a good tool to update her classes and be them more creative and interactive. According to Hulleman (2018), the implementation of new strategies in a teaching module can bring with it an unexpected change that generates awesome results that will change the perspective of things as we knew them. For this reason, it is important to reclaim the enthusiasm of the teacher for generating new classes or even their students focused and motivated to communicate orally and develop their ability to speak a second language.

## ***DISCUSSION***

As declared earlier in the theoretical framework, the English language performs an essential role in people's life because it is used to communicate in different aspects such as education and the workplace. In the same way, both surveys of students and interviews with a teacher have exposed that both are aware of the relevance of English in different grounds, whether academic, labor, or professional life of people. In this part, it is important to mention that learning this language implies the use of four linguistic skills that promote good communication between students and teachers. Afshar & Asakereh (2016), stated that Speaking is one of the most difficult skills faced by learners around the world, and at the same time, this skill is considered the most important of the four. Nonetheless, the results obtained showed that, according to the research contributors, the most deficient language skills are writing and speaking. Perhaps, the teacher said, "all skills are very important to develop language learning, also I as a teacher can observe some difficulties in their students but speaking skill is the most difficult skill because students are a little shy". In short, both students and the teacher agree that Speaking is the most difficult skill to develop, also the pupils need more security to express their knowledge orally.

Prieto (2007) also claimed that speaking is considered the most challenging skill to develop for students because they need to feel comfortable and dismiss some affective variables that affect their development. In like manner, the teacher affirmed that students find speaking difficult to produce because they do not practice for different reasons such as shyness and fear. The above confirms that students stated in the survey that they participate in classes but some of them do not have active participation because they feel insecure and they do not comprehend the teacher's instructions. Hence, it is fundamental that teacher understands their students' feelings, chooses the best teaching methodology, and create situations to preserve pupils engaged in the speaking activities.

On the other hand, identifying the teaching strategies used by eighth-year teachers in their students was one of the research's objectives. Both Students and the teacher said that perform dialogues, songs, picture descriptions, and short conversations, to develop their speaking abilities. Then it is clear that the teacher applies the communicative approach during classes. Oviedo(2021), claims that the communicative approach focuses on interaction, oral practice, and student cooperation inside the classroom. For that reason, educators should continue using these activities to perform oral production in students because they promote interaction between students and they can perform their oral ability to communicate.

In addition, the results of the interview and survey were presented based on the activities that students would like to perform in their communication classes where the different strategies explained previously were introduced. The students and the teacher did not know about the methodological strategies described in this research work. However, they consider that these activities allow them to work as a team, learn in a more dynamic environment and enjoy the learning process. For this reason, they agree to integrate these activities as a teaching-learning strategy within the classes. Keeping with them, these activities are not enough to preparation speaking abilities. In contrast, the teacher stated that she will use it in her classes.

In conclusion, taking into account all data, students and the teacher agreed that a methodological guide with TPR activities and strategies would be a good idea because they found it innovative, advanced, and useful. Today, students feel stressed, timid, and unconcerned in learning the target language, so it would be a satisfactory opportunity to present a complete guide with the best TPR and CLT activities that support the teaching-learning process. Therefore, developing one of the important language skills: speaking.



CHAPTER IV ACADEMIC PROPOSAL

**UNIVERSIDAD TECNICA DEL NORTE**

**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGIA**



**T**

**P**

**R**

# HANDBOOK

**STRATEGIES**

**ACTIVITIES**

**ORAL  
PRODUCTION**



**Alexandra Vinueza**

**2022- 2023**

# Content

UNIT 1 My important people				
<b>Simon says</b>  <b>Role-Play</b>	<b>ACTIVITIES</b>	<b>VOCABULARY</b>	<b>GRAMMAR</b>	<b>SPEAKING</b>
	Family members	Grandmother, grandfather, father, mother, sister, brother, uncle, aunt, cousins.	Verb to be (present)	Students will talk about their family members through a family tree.
	My famous person	Short, tall, chubby, handsome, young, old, thin, beautiful, popular, polite, ugly	Descriptions with adjectives	Students perform a situation about their favorite famous person using role-play
<b>Pictionary</b>  <b>Closed eyes</b>	<b>ACTIVITIES</b>	<b>VOCABULARY</b>	<b>GRAMMAR</b>	<b>SPEAKING</b>
	My body parts	Head, shoulders, face, arms, hands, fingers, knee, ears, nose, chest, neck, feet, eyes, legs, teeth, mouth.	Verb to be Verbs	Students according to the card games describe the actions about their body parts
	My weekend	Go to cinema Go to swimming pool, play soccer, Climb mountains pool, play soccer, Climb mountains	Adverbs of frequency	Students according to the card games describe the activities that they do in their weekends.
UNIT 3 Delicious Food				
<b>“Change places if”</b>  <b>“Shopping list”</b>	<b>ACTIVITIES</b>	<b>VOCABULARY</b>	<b>GRAMMAR</b>	<b>SPEAKING</b>
	My breakfast	I have.... Eggs, milk, butter, cereal, juice, jam, cheese, bread, coffee, tea.	Countable and Uncountable food	Students have a dialogue about the elements for their perfect breakfast
	Tea or coffee	Do you want some.....? Would you like some.....?	Do you want ? Would you like?	Students perform a dialogue about preferences in food.

## **INTRODUCTION**

This innovative guide is dedicated to English teachers and students who want to improve their oral production in the classroom. This guide contains different strategies and activities based on the topics that eight-year students should develop according to their level. At the same time, these activities are based on Total Physical Response strategies to develop students' oral production by working in pairs, and groups to foster collaboration, physical, and communicative skills, thus motivating learners to communicate meaningfully using English language in real situations.

The manual is divided into three units with topics based on what eight-year students must develop according to their level descriptions. Each unit has its respective name, objective and procedure to be followed when performing each activity proposed in the guide. Equally, each unit contains two different activities. Each one includes vocabulary, grammar, TPR strategies, and speaking parts. Furthermore, this guide has two sections, one for teachers, in which they can find the answers, warm-up ideas, and procedures. The other section is for students, where they will complete activities to learn vocabulary and practice their speaking skills.

## **JUSTIFICATION**

This guide was proposed to improve the English language proficiency of eight-year students at Carlos Martinez Acosta High School by use of Total Physical Response strategies. It is important to mention that this proposal was planned and designed based on the discoveries gotten from the teacher interview and students' surveys and the theoretical foundation concerning TPR strategies to improve students speaking skills and keep students motivated to develop their oral production.

In addition, this proposal was designed to strengthen the speaking skills of the students so they are able to have an extensive vocabulary, perfect physical conditions, and maintain a fluent conversation. On the other hand, this methodological guide will help teachers to use new innovative and dynamic strategies that allow them to extend the activities that help students to develop their speaking ability. This didactic guide was developed in order to improve the teaching-learning process of Speaking skills and develop the oral production of students.

## **THEORETICAL FOUNDATION**

Based on the research carried out, this proposal was made about TPR strategies, which focus on the teaching-learning process through physical movements and facial gestures in order to acquire new vocabulary and develop oral production in students, in addition to some strategies used for the development of group work such as Role-play and Pictionary, other strategies as Simon says, and Closed eyes which develop oral production through movements. Finally, Change places if, and Shopping list which are good for warm-ups because learners interact between them and improve their communication and physical skills.

**General Objective**

To enhance the student's oral production through TPR strategies and hence help to become competent English speakers.

**Specific objectives**

To develop the most appropriate strategies to improve students' oral production.

To design activities to develop students' speaking skills using TPR strategies.



# UNIT 1

## My Important People



## LESSON 1: Family members

**Topic:** Family members

**Objective:** Recognize family members

**Level:** eight-year students

**Time:** 60 minutes

**Material:** worksheets, pictures, handbook.

**Strategy:** Simon Says

### Warm-up

Present a video about “Sesame street: Family song”

When the video ends, the students will analyze the content of the video in pairs, and also answer the following questions.

What can you see in the video?

What is the video about?

How do you feel?

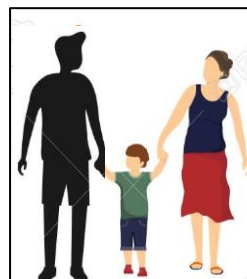
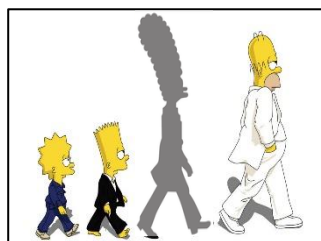
### Presentation

Using images, teacher introduces the topic family members: immediate and extended family members.

Immediate	Extended
Mother	Grandmother
Father	Grandfather
Sister	Uncle/ aunt
Brother	Cousins

In the activity B, students have to look at the graphs and identify the family members, and write them under each graph.

In the activity C, the teacher will present some pictures about some families with a missing member, so students will work in pairs and try to identify what is the missing member.



In the next activity, elicit to the students to look for the different family members in the search word.

M	E	C	A	U	N	T	Y	N	C	B
O	P	W	A	I	G	H	T	U	O	S
T	E	F	A	T	H	E	R	R	U	I
H	T	H	N	N	D	S	O	M	S	S
E	M	I	U	N	C	L	E	A	I	T
R	E	N	V	F	Y	O	U	N	N	E
G	R	A	N	D	M	O	T	H	E	R
U	L	A	L	J	A	T	U	I	E	R
L	T	D	B	R	O	T	H	E	R	H
R	E	H	T	A	F	D	N	A	R	G

**STRATEGY:** Simon says is a strategy that students pay attention to teacher’s instructions then follow them to develop their oral production.

Teacher will explain about the activity Simon says, eliciting the students to participate in this activity.

Teacher will divide the class in groups of four students, then he/she will share small cards to each group with words about family members.

Using Simon says strategy, the teacher will ask the students to choose the word to match with the picture. So students will select the card and give to the teacher.

Ex: Simon says, Who is this member of the family?



In this activity, students will complete a dialogue using the vocabulary in the previous activity.

**Alexa:** Hello, how are you?  
**Joseph:** Hi, I’m fine.  
**Alexa:** Is she your little sister?  
**Joseph:** No, she is my mother  
**Alexa:** Really? What about your oldest brother?  
**Joseph:** He is with my father They are at my uncle’s house.  
 They need help. They are ancient.

After completing the dialogue, students will work in pairs practicing the conversation and also changing their roles.

**Production**

Group work. Students will split up into groups of three or four, and they will draw their family tree.

Students will share their family tree in each group and talk about their families.

## Family members

Let's start

A. Watch the video and answers the questions.



[https://www.youtube.com/watch?v=ii1tHrFiao&ab\\_channel=TheSingingWalrus-EnglishSongsForKids](https://www.youtube.com/watch?v=ii1tHrFiao&ab_channel=TheSingingWalrus-EnglishSongsForKids)



Taken from

Picture 1: <https://www.freepik.es/vector-gratis/nina-pensando-rotulos-24780266.htm>

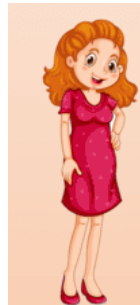
B. Look at the pictures and put the correct words under them.



G \_\_\_\_\_



G \_\_\_\_\_



M \_\_\_\_\_



F \_\_\_\_\_



C \_\_\_\_\_



U \_\_\_\_\_



A \_\_\_\_\_



B \_\_\_\_\_



S \_\_\_\_\_

**C. Circle the words from part B in the puzzle**

M	E	C	A	U	N	T	Y	N	C	B
O	P	W	A	I	G	H	T	U	O	S
T	E	F	A	T	H	E	R	R	U	I
H	T	H	N	N	D	S	O	M	S	S
E	M	I	U	N	C	L	E	A	I	T
R	E	N	V	F	Y	O	U	N	N	E
G	R	A	N	D	M	O	T	H	E	R
U	L	A	L	J	A	T	U	I	E	R
L	T	D	B	R	O	T	H	E	R	H
R	E	H	T	A	F	D	N	A	R	G



**STRATEGY:** Simon says is a strategy that students pay attention to teacher's instructions then follow them to develop their oral production.

**LET'S PRACTICE**

**D. Listen to the conversation and fill the gaps with the found words.**



**Alexa:** Hello, how are you?  
**Joseph:** Hi, I'm fine.  
**Alexa:** Is she your little \_\_\_\_\_?  
**Joseph:** No, she is my \_\_\_\_\_.  
**Alexa:** Really? What about your oldest \_\_\_\_\_?  
**Joseph:** He is with my \_\_\_\_\_. They are at my \_\_\_\_\_'s house. They need help. They are ancient.



TAKEN FROM: [https://img.freepik.com/free-vector/conversation-concept-illustration\\_114360-1102.jpg](https://img.freepik.com/free-vector/conversation-concept-illustration_114360-1102.jpg)

**E. Draw your family tree**

## Lesson 2 My Famous Person

**Topic:** My famous person

**Objective:** Describe famous people with adjectives

**Level:** eight-year students

**Time:** 60 minutes

**Material:** worksheets, pictures, handbook.

**Strategy:** Role-play.

### Warm-up

Teacher will get students in two squads and give each team a colored marker.

Teacher will draw a line down the middle of the board and explain to students that they need to write adjectives in the form of a race.

Each correctly spelled word awards one point to each squad. Unreadable or misspelled words are not included in the word count.

### Presentation

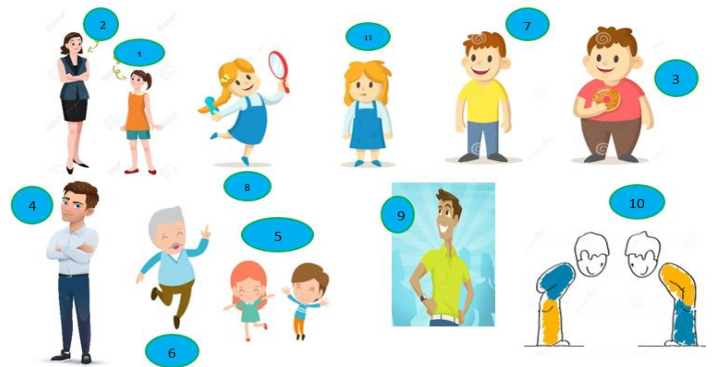
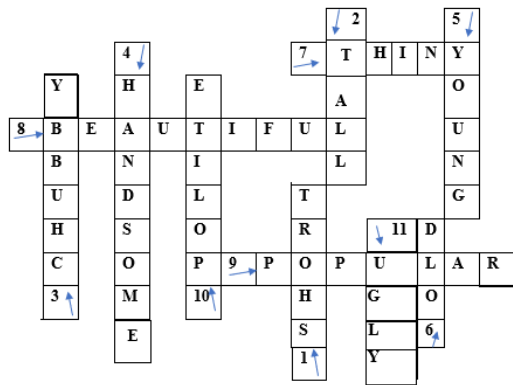
Explain to students what is an adjective, what is the grammatical structure of adjectives, and how to use more than one adjective.

<b>What is an adjective?</b>	An adjective describes nouns, people, places, things, and ideas						
<b>What is the grammatical structure of adjectives?</b>	Adjectives go before nouns. Adjectives do not have plural forms.						
<b>How to use more than one adjective.</b>	<b>Opinion</b>	<b>Size</b>	<b>Age</b>	<b>Shape</b>	<b>Color</b>	<b>Origin</b>	<b>Material</b>
	Beautiful Intelligent	Short Tall	Young Old	Square Round	Brown Green	Ecuadorian Japanese	Wood Plastic

In the activity A, ask students to classify the adjectives in the correct place according to the explanation.

<b>Opinion</b>	<b>Size</b>	<b>Age</b>	<b>Shape</b>	<b>Color</b>	<b>Origin</b>	<b>Material</b>
Beautiful	Short	Young	Square	Green	Ecuadorian	Wood
Intelligent	Tall	Old	Round	Brown	Japanese	Plastic

In this activity, ask students to complete the crossword with the adjectives in the box, and numbered the pictures according to the crossword.



### Practice

In the next activity, the teacher will give the half of students some pictures, and the other half will have cards with adjectives, so students will walk around the class, find their pairs, and stick the picture with the correct name around the classroom.

Tell students to read the paragraph, and circle the correct adjectives. After that, socialize answers.

*1.beautiful 2. tall 3.young 4.popular 5.thin*

### Production

**Strategy:** Role-play is a strategy in that students perform roles and they must interact and communicate with each other to improve their oral production.

Teacher will get students in pairs to perform a dialogue according to role cards.

Ask students for questions or doubts about the activity. Encourage students to perform role-playing with the best attitude.

Help them and give suggestions and comments.

## My Famous Person

Let's start

### A. Classify the adjectives in the correct place

Ecuadorian

Tall

Old

Brown

Green

Round

Wood

Young

Beautiful

Plastic

Japanese

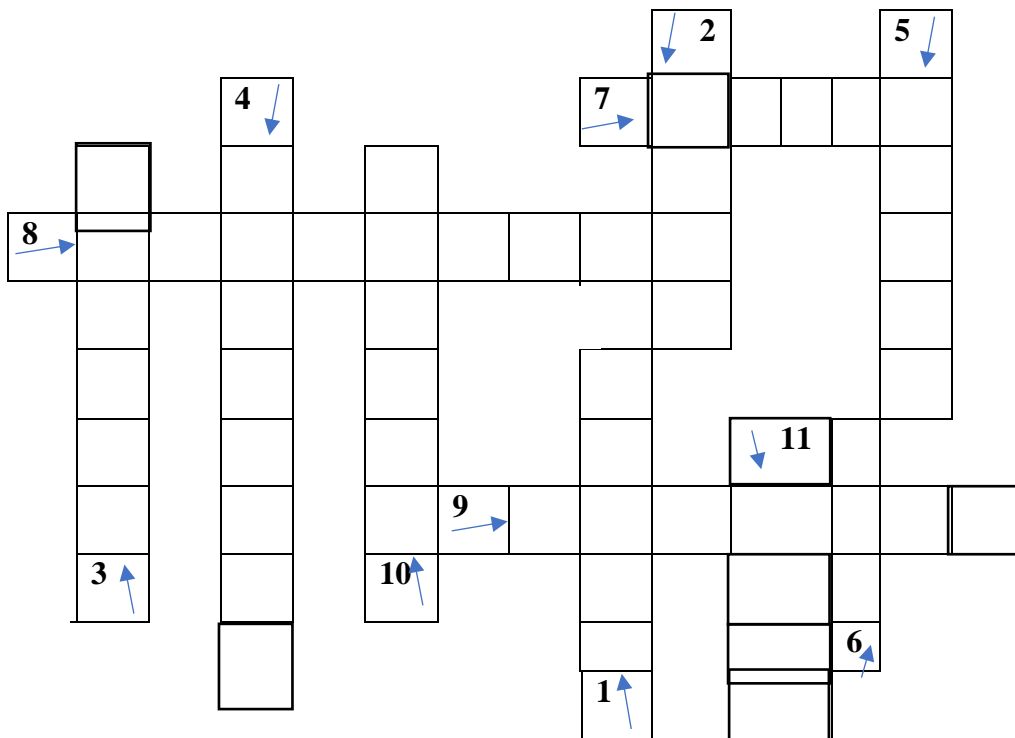
Intelligent

Short

Square

Opinion	Size	Age	Shape	Color	Origin	Material

### B. Complete the crossword with the adjectives in the box.



- |             |
|-------------|
| 1.Short     |
| 2.Tall      |
| 3.Chubby    |
| 4.Handsome  |
| 5.Young     |
| 6.Old       |
| 7.Thin      |
| 8.Beautiful |
| 9.Popular   |
| 10.Polite   |
| 11. Ugly    |



**C. Put the number in the pictures with adjectives in section C.**



Taken from: <https://www.shutterstock.com/es>

**LET'S PRACTICE**

**D. Read the biography and circle the correct adjectives.**



Adele is a singer and songwriter. She is very *beautiful/ ugly*. She has a powerful voice. Adele's size is 1,75m. She is *tall/short*. She is 35 years old. She is *old/young*. Adele is well-known around the world. She is very *popular/ unpopular*. She used to weigh 80 kg, but now she is *thin/ chubby*. Adele is a polite person. She is a very talented women

**E. Perform a dialogue according to role cards.**

**Interviewer:** Hello everyone. Tonight, we have with us a very famous singer. She /he is tall, beautiful/handsome, thin, and a young person. Give some claps for she/ he.

**Interviewer:** Welcome to this TV show How are you?

**Famous singer:** Thank you for inviting me to this show. I am so excited.

**Interviewer:** You are welcome. Tell us about your last music single. It's a hit record.

**Famous singer:** Yes, it is. This single is romantic and talks about the happiness in life such as good friends, family, beautiful places, or fantastic dishes. Whatever makes you happy.

**Interviewer:** It sounds great. It has a good message for all people. Well, it was all for tonight. See you tomorrow with more information about famous people. Bye.

**Strategy:** Role-play is a strategy in that students perform roles and they must interact and communicate with each other to improve their oral production.



**Famous singer**



**Interviewer**

# Unit 2

# My Body in Action



## LESSON 1 My body's parts

**Topic:** My body's parts

**Objective:** Recognize a body parts.

**Level:** eight-year students

**Time:** 60 minutes

**Material:** worksheets, pictures, handbook

**Strategy:** Closed eyes

### Warm-up

Present a video about “ Body Parts”

When the video ends, the students will analyze the content of the video, and also answer the following questions.

What can you see in the video?

How many parts were mentioned in the video?

### Presentation

Explain to students the parts of the body.

<b>Head</b>	<b>Shoulders</b>	<b>Face</b>	<b>Arms</b>	<b>Hands</b>	<b>Fingers</b>	<b>Knee</b>	<b>Ears</b>
			Hug	Touch	Point		Listen
<b>Nose</b>	<b>Chest</b>	<b>Neck</b>	<b>Feet</b>	<b>Eyes</b>	<b>Legs</b>	<b>Teeth</b>	<b>Mouth</b>
Smell		Head- turning	Walk	See	Run	Chew	Sing

Ask to students order the letters to find the part of the body.

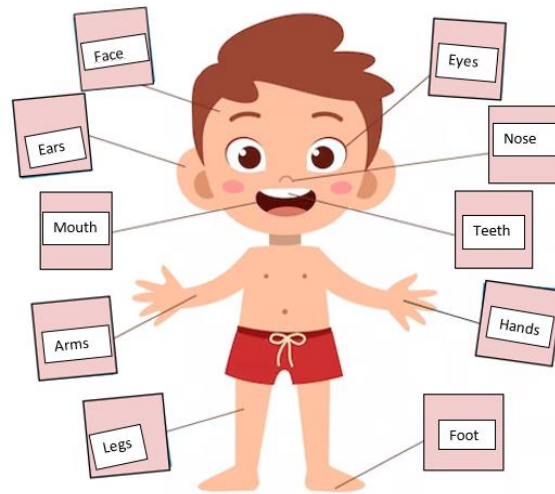
1. Shoulders/ 2. Head/ 3.Knee / 4.Hands/ 5.Mouth/ 6.Chest/ 7.Face / 8.Neck/ 9.Eyes/ 10.Nose  
11.Ears/ 12.Fingers/ 13.Legs/ 14.Foot/ 15.Teeth/ 16.Arms

Elicit students to discard the incorrect option according to the functions of body parts.



## Practice

Tell students to label the picture with the part of the body.



**Strategy:** Closed-eyes is a strategy in that students follow the teacher's instructions with their eyes closed to improve their memory, vocabulary, and body movements.

Socialize answers, after that, ask them to close their eyes. Explain to students each time they listen to body parts they should point out the part on their own body.

Ask students to draw themselves, and describe their own bodies and the action they do with each part.

## Production

Get students in pairs to play card games.

Deliver the cards to the students.

Ask students for questions or doubts about the activity. Encourage students to do the activity with the best attitude.

## My body's parts

**A. Watch the video and write in the box the words that you can listen.**

What can you see in the video?

How many parts are mentioned in the video?



**B. Order the letters to find the part of the body.**

R H O U E S D L

A H D E

K E N E

D N H S A

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

O U M T H

S T C E H

C A F E

C E N K

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

S E E Y

E S N O

S E A R

E G R N S F I

9. \_\_\_\_\_

10. \_\_\_\_\_

11. \_\_\_\_\_

12. \_\_\_\_\_

F O T O

T E H E T

R A M S

E G L S

13. \_\_\_\_\_

14. \_\_\_\_\_

15. \_\_\_\_\_

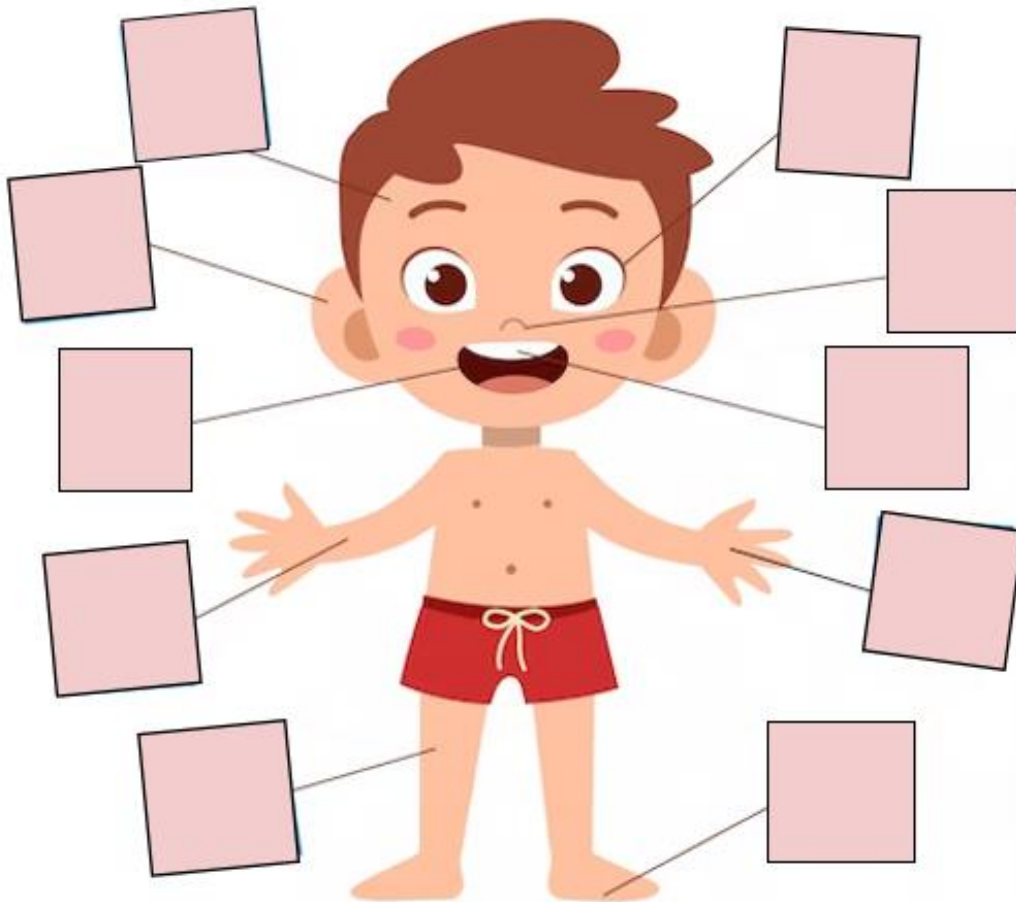
16. \_\_\_\_\_

**C. Discard the wrong option.**

<p><b>Dance</b></p>	<p><b>Run</b></p>	<p><b>Jump</b></p>	<p><b>Write</b></p>
<p><b>Sing</b></p>	<p><b>See</b></p>	<p><b>Eat</b></p>	<p><b>Talk</b></p>
<p><b>vWrite</b></p>	<p><b>Cut</b></p>	<p><b>Listen</b></p>	<p><b>Fold</b></p>

## LET'S PRACTICE

**D. Label each body part with the correct word.**



**Strategy:** Closed-eyes is a strategy in that students follow the teacher's instructions with their eyes closed to improve their memory, vocabulary, and body movements.

**E. Draw your own body and explain the action that you do with each part.**







F. In pairs, play with the card games.



What is your eyes' color?  
What you can see?



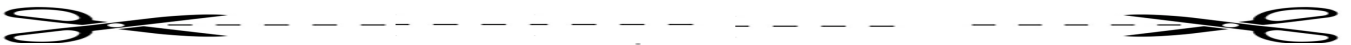
What you can smell?  
How is your nose?



What do you touch?  
What do you do with your hands?



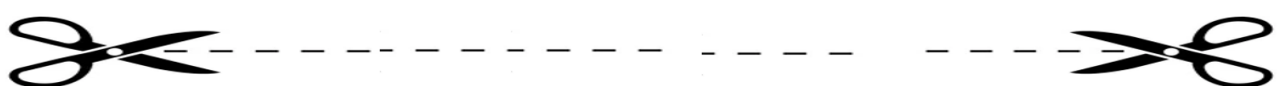
What is your favorite flavor?  
What you can taste?



What is your hair' color?  
How is your hair?



What do you do with your legs?  
Do you play soccer?



## Lesson 3 My Weekend

**Topic:** My weekend

**Objective:** Describe your weekend.

**Level:** eight-year students

**Time:** 60 minutes

**Material:** worksheets, pictures, handbook

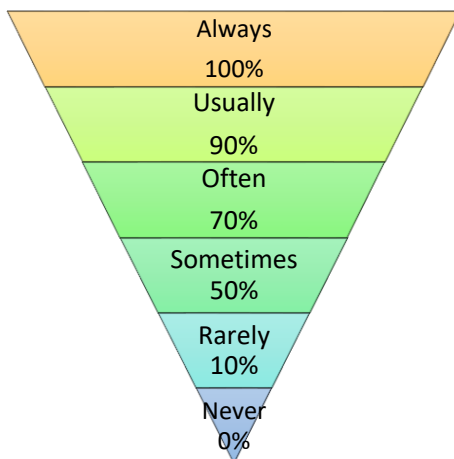
**Strategy:** Pictionary

### Warm-up

Apply a game that consists of having students think of an activity that they do according to the initial letter of their names. Ex: Carlos= Climb mountains.

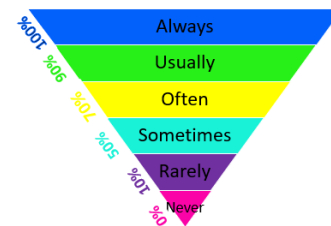
### Presentation

Explain to students what are adverbs of frequency, and the use of adverbs of frequency.

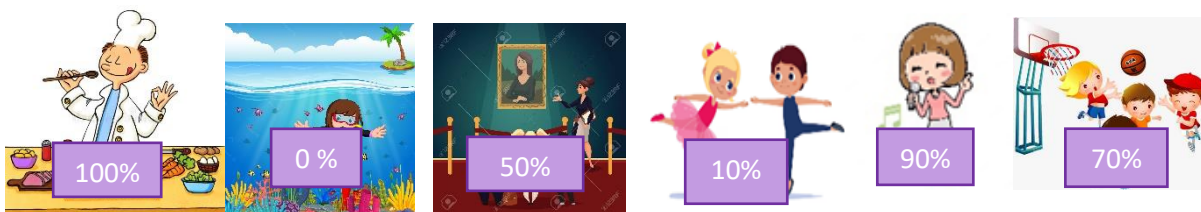


WORD ORDER				
Positive	Subject	Adverb of frequency	Verb	Joseph never cry.
	Subject	Be	Adverb of frequency	Joseph is always late
Question	Auxiliary	Subject	Adverb of frequency?	Does Joseph never cry?
				Is Joseph always late?

Ask to students complete the pyramid with words in the box.



In the next activity, the teacher will present some pictures about some activities with a percentage, so students will work in pairs and try to identify what is adverb of frequency for each picture through a sentence.





Ask to students to complete sentences with the words in the previous activity.

 <p>Laura <i>never</i> climbs trees.</p>	 <p>They are <i>sometimes</i> on the beach.</p>
 <p>Camila <i>always</i> visits her grandparents.</p>	 <p>Sofia <i>often</i> goes to the cinema.</p>
 <p>Joseph is <i>rarely</i> in the soccer field.</p>	 <p>Mateo <i>usually</i> camping.</p>

### Practice (teacher-students)

Tell students to read a conversation and complete the table below.

	ALWAYS	USUALLY	OFTEN	SOMETIMES	RARELY	NEVER
Joseph	Play soccer	Play tennis	Read a book		Visit his parents	Go to the cinema
Carlos	Visit his parents			Walk in the forest	Go to the cinema	Play soccer

In the next activity, elicit students to draw the most frequent activity that they do on the weekend.

**Strategy:** Pictionary is a strategy to elicit students to reveal their emotional perspectives considering their body expression to develop oral production.

Teacher will explain about the activity Pictionary, eliciting the students to participate in this activity.

Teacher will divide the class in groups of four students, then using pictionary strategy, the teacher will ask the students to dramatize the activities that students draw previously. So students will guess the activity and the best group will be which guess more activities.

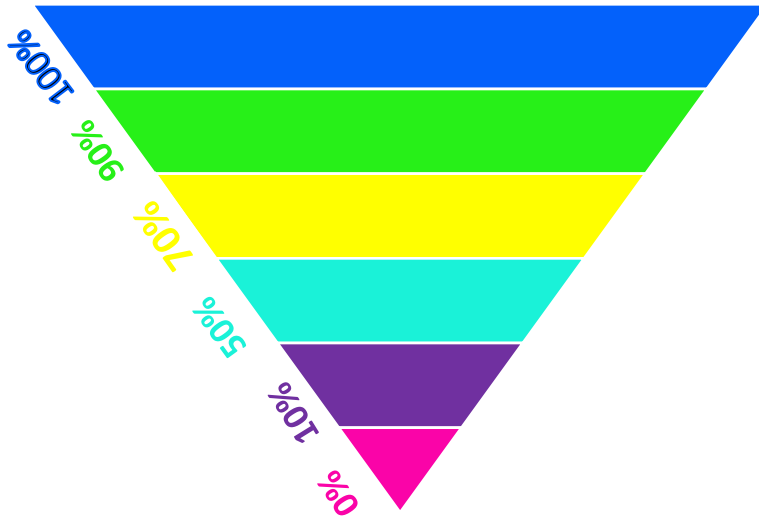
### Production

Get students in groups of three to play card games.

Deliver the cards to the students.

## My weekend

A. Complete a pyramid with the words in the box.



**Always**  
**Never**  
**Often**  
**Rarely**  
**Sometimes**  
**Usually**

B. Complete a sentences with the words in the previous activity.



Laura \_\_\_\_\_ climbs trees.



They are \_\_\_\_\_ on the beach.



Camila \_\_\_\_\_ visits her grandparents.



Sofia \_\_\_\_\_ goes to the cinema.



Joseph is \_\_\_\_\_ in the soccer field.



Mateo \_\_\_\_\_ camping.

## LET'S PRACTICE

### C. Read a conversation and complete the table below.



**Joseph:** Do you go to swim in your weekend?

**Carlos:** No, I don't. I always visit to my grandparents in the weekends.

**Joseph:** I rarely visit to my grandparents. They live in Mexico.

**Carlos:** What do you do in your weekend?

**Joseph:** I usually play tennis with my sister, but we always play soccer.

**Carlos:** I never play soccer. I sometimes walk in the forest. It is so relaxing.

**Joseph:** Walking is healthful. How often do you go to the cinema?

**Carlos:** I rarely go to the cinema. It so expensive in my grandparents' town.

**Joseph:** I never go to the cinema. I don't like movies. I prefer to read a book. I often read a book



	ALWAYS	USUALLY	OFTEN	SOMETIMES	RARELY	NEVER
Joseph						
Carlos						

### D. Draw the most frequent activity that you do on the weekend and show it to the rest of the class.



**Strategy:** Pictionary is a strategy to elicit students to reveal their emotional perspectives considering their body expression to develop oral production.

F. Play with cards in groups. Use the adverbs of frequency.



HOW OFTEN?



# UNIT 3

# Delicious

# Food



## Lesson 1 My breakfast

**Topic:** My Breakfast

**Objective:** Identify the food for breakfast

**Level:** eight-year students

**Time:** 60 minutes

**Material:** worksheets, pictures, handbook

**Strategy:** “Change places if...”

### Warm-up

Strategy: “Change places if” is a circle strategy to develop oral production and students’ communication through describing people, and talking about preferences

The teacher will make a circle with chairs with one chair less, the teacher will leave one student stand up in the middle of the circle.

The teacher will explain to students in the middle that should say “ Change places if you ate \_\_\_\_\_ for breakfast today”. Students should use food to complete the sentence Ex: eggs. Then, all students who did must get up and change chairs. Whoever is left without a chair provides the next instruction using the same phrase with different food.

### Presentation

Using images explain to students the use of countable and uncountable food.

Countable nouns	Uncountable nouns
Can be counted	Can not be counted
Can take singular or plural verbs (is/are)	Always take singular verbs (is)
Go with a/an/the in the singular	Do not go with a/an/the
Can be used alone with some/any/many/few in the plural	Can be used alone with some/any/much/little
Can be used with HOW MANY in questions	Can be used with HOW MUCH in questions

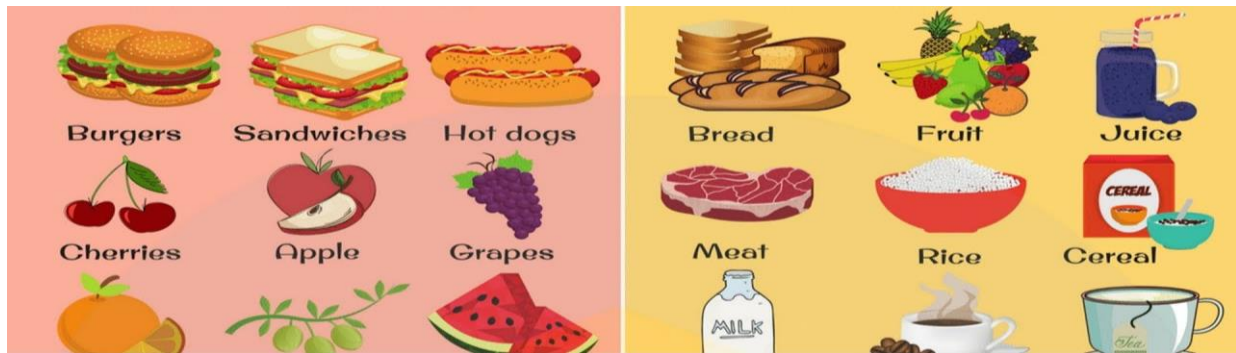
In this activity, ask to students to write the words under the pictures and identify countable and uncountable nouns.

Ask to students to fill in the gaps with a / an / some/ any.

1. any/ 2.an/ 3.any/ 4.some/ 5.any/ 6.some/ 7. a/ 8. any.



In the next activity, the teacher will present some pictures about food, so students will work in pairs and try to identify what are countable and what are uncountable.



## Practice

In the next activity, the teacher elicit students to read a conversation and circle the correct answer.

**Alex:** ok, Joseph, *How many/ How much* onions do we need?

**Joseph:** just one onion.

**Alex:** very good. And *how many/ how much* cheese?

**Joseph:** My mom said about 200g cheese.

**Alex:** it sounds great. Now, *how many/ how much* tomatoes?

**Joseph:** We need ten tomatoes.

**Alex:** What about spaghetti? *How many/ How much* spaghetti do we need?

**Joseph:** We don't need to buy any. We have some at home.

**Alex:** Right. The last thing is meat. *How many/ How much* meat do we need?

**Joseph:** That's 400g beef.

After completing the dialogue, students will work in pairs practicing the conversation and also changing their roles.

## Production

Group work. Students will split up into groups of three or four, and they will draw their family tree.

Students will share their family tree in each group and talk about their families.











## My breakfast

### A. Let's play



**Strategy:** “Change places if” is a circle strategy to develop oral production and students’ communication through describing people, and talking about preferences

### B. Write the words under the pictures and choose C for countable and U for uncountable nouns

				
_____ <input style="width: 40px; height: 20px;" type="text"/>	_____ <input style="width: 40px; height: 20px;" type="text"/>	_____ <input style="width: 40px; height: 20px;" type="text"/>	_____ <input style="width: 40px; height: 20px;" type="text"/>	_____ <input style="width: 40px; height: 20px;" type="text"/>
				
_____ <input style="width: 40px; height: 20px;" type="text"/>	_____ <input style="width: 40px; height: 20px;" type="text"/>	_____ <input style="width: 40px; height: 20px;" type="text"/>	_____ <input style="width: 40px; height: 20px;" type="text"/>	_____ <input style="width: 40px; height: 20px;" type="text"/>

### C. Fill in the gaps with a / an / some/ any.

1. There aren't \_\_\_\_\_ oranges.
2. There is \_\_\_\_\_ egg.
3. There aren't \_\_\_\_\_ cakes
4. There are \_\_\_\_\_ tomatoes.
5. There isn't \_\_\_\_\_ cheese.
6. There is \_\_\_\_\_ bread.
7. There is \_\_\_\_\_ sausage.
8. There aren't \_\_\_\_\_ bananas.





**D. Read a conversation and circle the correct answer.**

**Alex:** Ok, Joseph, *How many/ How much* onions do we need?

**Joseph:** just one onion.

**Alex:** very good. And *how many/ how much* cheese?

**Joseph:** My mom said about 200g cheese.

**Alex:** it sounds great. Now, *how many/ how much* tomatoes?

**Joseph:** We need ten tomatoes.

**Alex:** What about spaghetti? *How many/ How much* spaghetti do we need?

**Joseph:** We don't need to buy any. We have some at home.

**Alex:** Right. The last thing is meat. *How many/ How much* meat do we need?

**Joseph:** That's 400g beef.

**E. Group work. Draw their favorite dish**



### Lesson 3 TEA OR COFFEE

**Topic:** Tea or coffee

**Objective:** Ask for information about preferences.

**Level:** eight-year students

**Time:** 60 minutes

**Material:** worksheets, pictures, handbook

**Strategy:** Shopping list

#### Warm-up

**Strategy:** “Shopping list” is a circle strategy to develop memory, vocabulary, oral production, and students’ communication through speaking practice about different topics.

The teacher will make a circle with chairs and explain the game. Students should stand up. One student starts the game with the phrase: “We went to the shops, and I bought \_\_\_\_\_”. The next students must add their own idea to the list and remember the elements that their classmates said. When students start forgetting the list, the teacher may choose to have them sit down. The last student stand is the winner.

Students are only allowed to choose items that start with the first letter of their name.

Ex: “We went to the shops, and Sophie bought sugar, Thomas bought tomatoes.....”

#### Presentation (teacher)

Using images explains to students the use of “Would you like” and “Do you want” for asking preferences.

Would you like	Do you want
More formal	Less formal

In this activity, Ask students to put the words in order to make questions.

1. *Would you like some cookies?*
2. *Do you want some cake?*
3. *Do you want some cheese?*
4. *Would you like some juice?*
5. *Do you want some water?*
6. *Do you want some chips?*
7. *Would you like some beans?*
8. *Do you want some meat?*
9. *Would you like some oranges?*
10. *Would you like some coffee?*

Write each question on a piece of paper and stick them on the board. Get students in pairs, and elicit them to classify the questions in the previous activity in formal or informal.

Ask students to choose the best option according to the pictures.

*1.B-2.B-3.A-4.A-5.B-6.A*

Elicit to students in pairs practice asking the questions according to the cards.

### **Practice**

Tell students to read a conversation and circle the correct answer.

**Anne:** Hello, welcome to "Rincon Mireño" Restaurant.  
Can I help you?

**John:** Hi, thank you. Sure, you can

**Anne:** What do you *like* / *want* to eat?

**John:** I would *want/like* something to drink, please.

**Anne:** Sure. *Do* / *Would* you like tea?

**John:** No, thank you. I would *like/ want* American coffee.

**Anne:** Ok, it sounds great. *Do* / *Would* you want some dessert?

**John:** Yes, please. I would *like/ want* chocolate cake.

Socialize answers, ask to students to perform the conversation changing the roles.

Ask to students to write 5 sentences about what they want to eat?. Use I would like/ I want

### **Production**

Get students in pairs to perform a dialogue according the sentences in the previous activity.

## TEA OR COFFEE

### A. Let's play



**Strategy:** "Shopping list" is a circle strategy to develop memory, vocabulary, oral production, and students' communication through speaking practice about different topics.

### B. Put the words in order to make questions.

1. cookies/?/ Would/ some/ you/ like \_\_\_\_\_
2. want/?/some/ Do/ cake /you \_\_\_\_\_
3. you/ cheese /want/Do /some/? \_\_\_\_\_
4. ?/some /like /Would /juice/ you \_\_\_\_\_
5. want /Do /water/ you/?/some \_\_\_\_\_
- 6 Do /chips/ you/want/?/some \_\_\_\_\_
7. ?/some /like /Would /beans/ you \_\_\_\_\_
8. Do /meat/ you/?/some /want/ \_\_\_\_\_
9. like /? /oranges/you /Would/some \_\_\_\_\_
10. ?/some /like /Would /coffee/ you \_\_\_\_\_

### C. Choose the best option according to the pictures.

Do you want some rice?



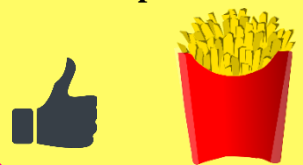
- A. Yes, please.  
B. No, thank you.

Would you like some chocolate?



- A. Yes, please.  
B. No, thank you.

Would you like some chips?



- A. Yes, please.  
B. No, thank you.

Would you like some sausages?



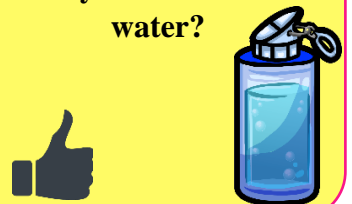
- A. Yes, please.  
B. No, thank you.

Do you want some burgers?



- A. Yes, please.  
B. No, thank you.

Do you want some water?



- A. Yes, please.  
B. No, thank you.

**D. Read a conversation and circle the correct answers.**

**Anne:** Hello, welcome to “Rincon Mireño” Restaurant. Can I help you?

**John:** Hi, thank you. Sure, you can

**Anne:** What do you *like / want* to eat?

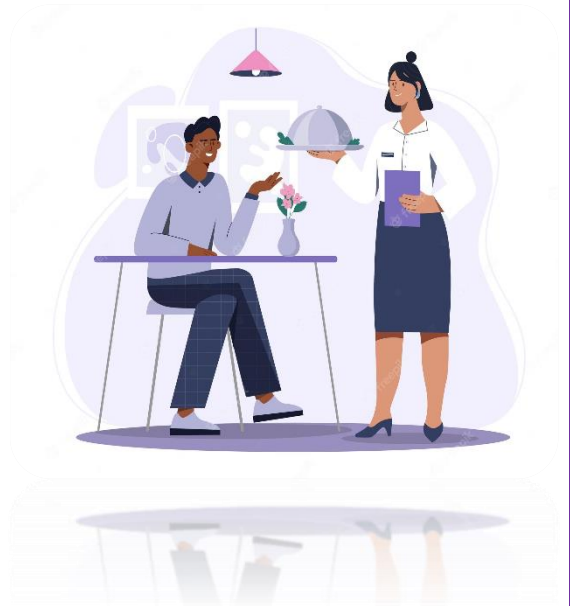
**John:** I would *want/like* something to drink, please.

**Anne:** Sure. *Do / Would* you like tea?

**John:** No, thank you. I *would like/ want* American coffee.

**Anne:** Ok, it sounds great. *Do /Would* you want some dessert?

**John:** Yes, please. I would *like/ want* chocolate cake.



**E. Write 5 sentences about what they want to eat?. Use I would like/ I want**

A large sheet of white paper with horizontal blue lines, intended for writing. The paper has a spiral binding on the left side.

**F. In pairs, perform a dialogue according to sentences.**

## CONCLUSIONS

After concluding this investigation, the following conclusions have been established:

Speaking is one of the most important skills in English language learning because it is the main way in which people exchange and express their ideas and opinions. However, learners have a low level of proficiency in speaking for certain reasons, such as using traditional methodologies that affects their oral production. In this respect, the use of total physical response strategies has a significant impact on students' communicative skills, as the main function of this strategy is to promote effective communication, through facial gestures, and physical movements. As a result, it can also contribute to the development of learners' social skills, such as confidence, motivation, and creativity, thereby enhancing students' oral abilities.

Based on the findings, it can be concluded that even if English teachers have worked hard to help their students' speaking abilities other external factors still limit good learner development. For instance, students' lack of motivation, low levels of interest, and a shortage of English class time. Affective elements such as anxiety, low self-esteem, lack of confidence, and others were also discovered to prevent students from properly expressing their views, which affected their speaking performance.

The integration of Total Physical Response as a teaching-learning strategy has an educational implication in the English as a foreign language classroom to improve communication, physical, and social skills. A methodological guide based on TPR strategies can make teaching speech enjoyable, attractive, and meaningful while also enhancing students' physical and communicative abilities, confidence, and self-esteem. Similarly, it can develop other skills in students, such as reading, listening, and writing, and increase their vocabulary, grammar, and pronunciation. Therefore, this guide can be a beneficial tool for language teaching.

Although a lot of in- depth research is needed to demonstrate the impact of Total Physical Response strategies, based on this research work, it can be stated that this strategy is effective in helping students improve their speaking skills. In fact, TPR strategies are an important tool that favors language development through movements, improving the productive and receptive language learning process.

## RECOMMENDATIONS

After having presented the conclusions, the following recommendations have been established eight-year students should continue to work on developing their speaking abilities.

Teachers should take into account that incorporating TPR strategies into the teaching-learning process will help students enhance their oral production as well as other skills like listening, reading, and writing. To promote cooperation and inspire students to learn the target language, teachers must occasionally use it in their classes. In contrast, students should be eager to collaborate with others, contribute ideas, and improve TPR strategies as much as possible.

Using TPR strategies, the different affective factors that prevent the efficient development of students' oral skills can be reduced. For that reason, teachers could integrate these strategies into their lesson plans to cover the speaking part of the students and develop their communication skills. Therefore, teachers must provide the necessary opportunities for students to participate in class with motivation and interest, as well as provide the necessary feedback to encourage students to keep learning.

Teacher who teach English as a foreign language are encouraged to consider this guide, which has information on strategies, clear and direct instructions. In addition, teachers can modify the physical activities that include in this TPR strategies according to the interest of the students to obtain better results. Vocabulary from the textbooks can also be adapted for TPR strategies with other communicative activities such as conversations and dramatizations.

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## ANNEXES

### Annex°1: Request for the instruments' validation



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT  
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 08 de Diciembre de 2022

Magister

José Obando

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto "Total Physical Response strategies to improve oral production in eight-year students at Carlos Martínez Acosta High School in 2021 – 2022 academic period". Previo a del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Alexandra Vinueza

C.C.: 1004593149



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT  
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 08 de Diciembre de 2022

Magister  
Gabriela Bastidas  
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto "Total Physical Response strategies to improve oral production in eight-year students at Carlos Martínez Acosta High School in 2021 – 2022 academic period". Previo a del título de: Licenciatura En Pedagogía De los Idiomas Nacionales y Extranjeros Mención Inglés. para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.


Atentamente,

Alexandra Vinueza


C.C.: 1004593149



Annex°2: instruments' validation



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS**



A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
Ítem	CRITERIOS DE EVALUACIÓN			OBSERVACIONES
	Dejar	Modificar	Eliminar	
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			
6	✓			
7	✓			
8	✓			
9	✓			
10	✓			
11	✓			

.....  
 Firma del Evaluador  
 C.C.: 1001512043

Apellidos y nombres completos	Jose Miguel Obando Arroyo
Título académico	Mgs. en Lengua Castellana Aplicada
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	jmobando@utn.edu.ec
Teléfono	0983865110

Fecha de envío para la evaluación del experto:	08-12-2022
Fecha de revisión del experto:	08-12-2022



**UNIVERSIDAD TÉCNICA DEL NORTE**  
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**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS**



En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	✓		
Formulación clara de cada pregunta.	✓		
Comprensión de cada pregunta.	✓		
Coherencia de las preguntas en relación con el objetivo.	✓		
Relevancia del contenido	✓		
Orden y secuencia de las preguntas	✓		
Número de preguntas óptimo			

Observaciones:

.....  
.....  
.....





**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS**



En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Formulación clara de cada pregunta.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprensión de cada pregunta.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coherencia de las preguntas en relación con el objetivo.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relevancia del contenido	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orden y secuencia de las preguntas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Número de preguntas óptimo	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Observaciones:

Questions 4 and 5 too similar.



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS**

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
Item	CRITERIOS DE EVALUACIÓN			OBSERVACIONES
	Dejar	Modificar	Eliminar	
1	/			
2	/			
3	/			
4		/		Question 10 is the same.
5	/			
6	/			
7	/			
8	/			
9	/			
10		/		Question 4 is the same
11	/			

*Gabriela Bastidas*  
 .....  
 Firma del Evaluador  
 C.C.: 102253477

Apellidos y nombres completos	Bastidas Amador Amyre Gabriele
Título académico	Msc.
Institución de Educación Superior	UTN
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Teléfono	0999303719

Fecha de envío para la evaluación del experto:	08-12-2022
Fecha de revisión del experto:	09-12-2022

### Annex°3: Teacher's interview questionnaire



## UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA

Trabajo de Grado a la obtención del título de Licenciatura en inglés

“Total Physical Response” strategies to improve oral production in eight-year students at “Carlos Martínez Acosta” High school in 2021 – 2022 academic period.”

**Research Objective:** To adapt Total Physical Response strategies in the enhancement of oral production in eight-year students at “Carlos Martínez Acosta” High school in 2021 – 2022 academic period.”

### Teachers' Interview

1. In your perspective, which of the four skills (listening, speaking, reading, and writing) have you found to be the most difficult in your English classes? Why?
2. From your point of view, what are the major difficulties for students during oral production activities? Why?
3. As an English teacher, what kind of methodological strategies do you use to help your students with their oral production development?
4. What strategies do you use to develop oral production in 8 year- students?
5. Have you ever heard about Total Physical Response strategies to develop oral production in students?
6. As a teacher, do you apply TPR strategies in your oral production activities with students?
7. Do you think it is necessary to elaborate didactic guide with methodological strategies that facilitate student performance in foreign language oral production? Why?
8. Would you be willing to use the didactic guide with TPR methodological strategies that facilitate student oral production in foreign language?

**Annex°4:** Students' survey questionnaire



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA**

Trabajo de Grado a la obtención del título de licenciatura en Ingles

“Total Physical Response” strategies to improve oral production in eight-year students at “Carlos Martinez Acosta” High school in 2021 – 2022 academic period.”

<b>Resercaher Name:</b> Alexandra Vinueza
<b>Name:</b> Anonymous
<b>Position:</b> Eight Level Students
<b>Date:</b>
<b>Research Objective:</b> To adapt Total Physical Response strategies in the enhancement of oral production in eight-year students at “Carlos Martinez Acosta” High school in 2021 – 2022 academic period.”
<b>Survey Objective:</b> The purpose of this survey is to collect data to identify the current learning English environment in 8th grade students with the aim of after a corresponded analyzing, applying TPR strategies to enhance oral production.

**Cuestionario**

**Marque con una X la respuesta correcta.**

**1. ¿Te gustan tus clases de inglés?**

Sí

No

**2. ¿Crees que el idioma inglés es importante para tu futuro?**

Sí

No

¿Por qué?

**3. ¿Cuál de las siguientes habilidades te resulta más difícil cuando aprendes inglés?**

Escuchar

Hablar

Leer

Escribir

**4. En una escala del 1 al 5, siendo 1 el más bajo y 5 el más alto. Valora tu nivel de confianza en la comunicación oral en inglés.**

1

2

3

4

5

**5. ¿Con qué frecuencia tiene una conversación con sus compañeros de clase en inglés**

- Siempre ( )
- Algunas veces ( )
- A menudo ( )
- Nunca ( )

**6. Con qué frecuencia usted participa oralmente en inglés fuera del aula de clases?**

- Siempre ( )
- Algunas veces ( )
- A menudo ( )
- Nunca ( )

**7. De la siguiente lista, ¿cuál de las siguientes actividades prefiere para practicar la producción oral en inglés en el aula?**

Descripciones

Comparar (encontrar similitudes y diferencias) ( )

Compartiendo experiencias personales ( )

**8. ¿Qué tan seguro se siente antes de la lección oral?**

- Muy seguro ( )
- Seguro ( )
- Inseguro ( )

**9. ¿En que forma le gusta trabajar al momento de hablar durante las clases de inglés?**

- En parejas ( )
- En grupos ( )
- Solo ( )

**10. ¿Qué tan seguro se siente durante la presentación de su tarea cuando habla inglés con su compañero de clase?**

- Muy seguro ( )
- Seguro ( )
- Inseguro ( )

**11. ¿Cuáles de las siguientes actividades le gustaría aplicar en sus clases de Inglés?**

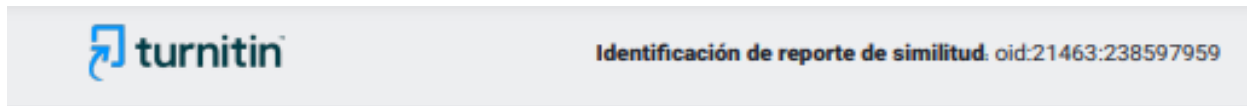
- Cantar canciones en Inglés.
- Mirar videos en Ingles.
- Imitar profesiones



**Annex°5: Students' questionnaire application evidence**



Annex°6: Urkund analysis.



NOMBRE DEL TRABAJO  
**ALEXANDRA VINUEZA (2).docx**

AUTOR  
**ALEXANDRA VINUEZA**

RECuento DE PALABRAS  
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RECuento DE CARACTERES  
**74729 Characters**

RECuento DE PÁGINAS  
**69 Pages**

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● **5% de similitud general**

El total combinado de todas las coincidencias, incluidas las fuentes superpuestas, para cada base

- 5% Base de datos de Internet
- Base de datos de Crossref
- 1% Base de datos de trabajos entregados
- 0% Base de datos de publicaciones
- Base de datos de contenido publicado de Cross

● **Excluir del Reporte de Similitud**

- Material bibliográfico
- Material citado
- Bloques de texto excluidos manualmente
- Material citado
- Coincidencia baja (menos de 12 palabras)